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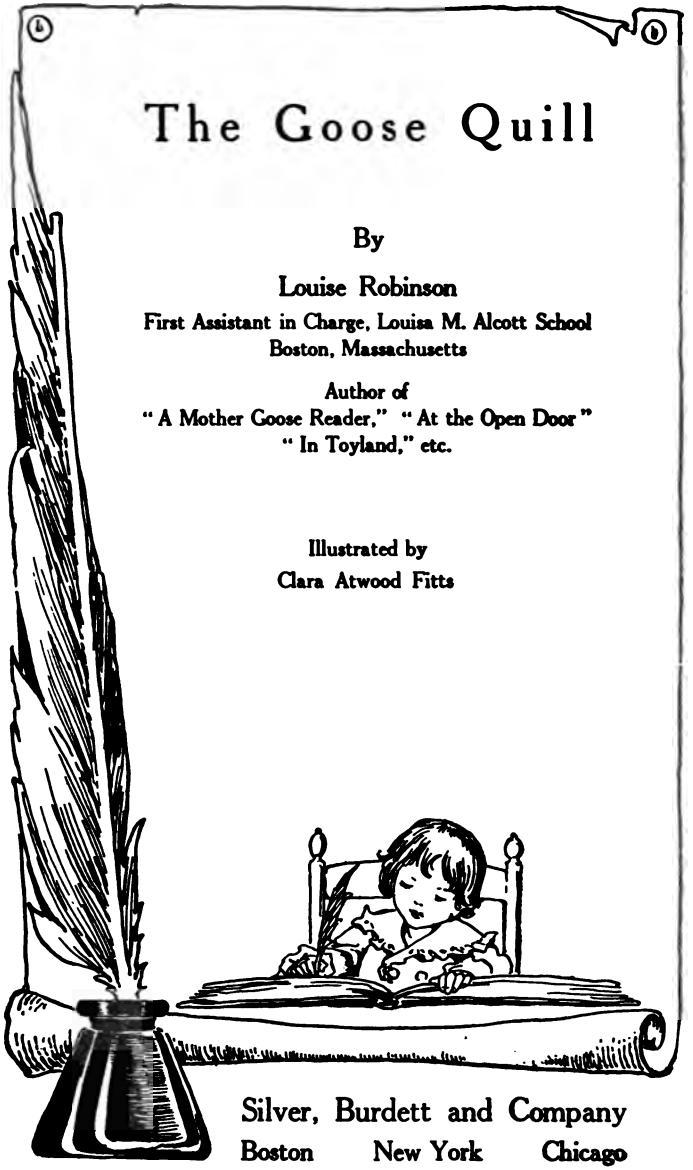
The Goose Quill

By

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"A Mother Goose Reader," "At the Open Door"
"In Toyland," etc.

Illustrated by
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PREFACE

A COMMITTEE of Boston teachers was appointed by the Superintendent for the purpose of suggesting and contributing material for a Third Grade Syllabus. About fifteen hundred copies of the Syllabus were printed.

As chairman of the English committee and as editor of the Syllabus, it has been my wish that this contribution to the teaching of English might find its way outside of Boston and into the hands of many teachers throughout the country.

In order to extend the work still further, I have adapted and enlarged the lessons contained in the Syllabus, and I have made numerous additions and some changes with the idea of creating a book that can be used independently by the children.

I gratefully acknowledge my indebtedness to Miss Katharine H. Shute, Head of the English Department of the Boston Normal School, for her advice and inspiration, and to the following authors and publishers for the use of copyrighted material:

C. W. Bardeen for "There's a Wonderful Tree"

from "The Arbor Day Manual"; Little, Brown and Company for "September" and "October's Bright Blue Weather" by Helen Hunt Jackson; Houghton Mifflin Company for "The Wise Fairy" by Alice Cary, and for "The Vision of Sir Launfal" by James Russell Lowell; Massachusetts Society for the Prevention of Cruelty to Animals for "The Spotted Turtle" from "Our Dumb Animals"; Mary E. McDowell for "The Civic Creed."

THE AUTHOR.

THE GOOSE QUILL

Once there were no steel pens. When a person wished to write, he borrowed a long feather from the old gray goose, sharpened the feather at one end to a fine point, and dipped it into the ink! The goose feather, or quill, was not an easily managed tool, but people took pride to form their letters carefully and neatly. It was necessary then, as it is now, and always will be, to *think* well and to *talk* well, before trying to *write* well.

Writing is more difficult than talking, for in writing you must watch your spelling and penmanship, and you must remember to use capitals, margins, and punctuation marks.

I have named this book "The Goose Quill." Through its pages I hope you may learn to see the beautiful everywhere; to listen to what others may say; to remember what you hear; and to share your thoughts with those about you; for the more you practice the art of talking correctly, the earlier will you gain the power to use language well. In

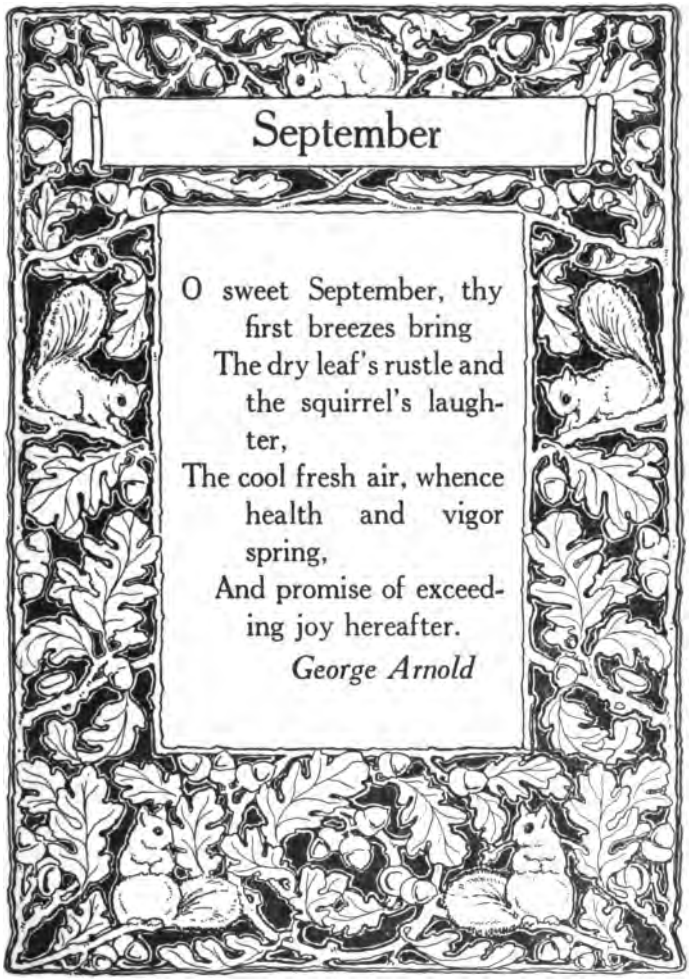
every page of the book try to see with your own eyes; to listen with your own ears; and to think with your own mind.

Do you remember the good advice the robin gave to the buttercup? He said,

"God wished for a buttercup
Just here where you are growing."

God wished for a real buttercup, not a buttercup that was partly a daisy. God expects you to be yourself, your *own* self in all things, to think and to do your best "just here where you are growing."

Then take up your "Goose Quill," children! Sharpen your wits as well as your pen, and learn to speak and to write the English language well!


September
O sweet September, thy first breezes bring
The dry leaf's rustle and the squirrel's laughter,
The cool fresh air, whence health and vigor spring,
And promise of exceeding joy hereafter.
George Arnold

SEPTEMBER



The goldenrod is yellow,
The corn is turning brown,
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun;
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook;
And asters by the brookside
Make asters in the brook.

By all these lovely tokens
September days are here,
With summer's best of wealth,
And autumn's best of cheer.

HELEN HUNT JACKSON.

From Poems by Helen Hunt Jackson. Copyright, 1873, by Little, Brown & Company.

a. Make the poem with your letters.
b. Copy the poem and underline the hard words.
c. Draw a picture of one thing of which the poem speaks.

VACATION IS OVER

Vacation is over.
School has begun.
I am in the third grade.
My little brother came to school to-day.
This is his first year in school.
I have a big sister.
She is in the sixth grade.
My father is a carpenter.
He works hard.
My mother works hard, too.
There are four children in my family.
Helen is my big sister.
John is my little brother.
The baby's name is Joe.
My name is Henry James Brown.
We live on Washington Street.

a. Write as if the story were about you.
b. Write three things the baby can do.
c. Write three things you can do.
d. Write the name of your school.

ON THE FARM

We went to the country this vacation.
Father could not stay all summer.
He stayed at home part of the time.
In August the city was hot.

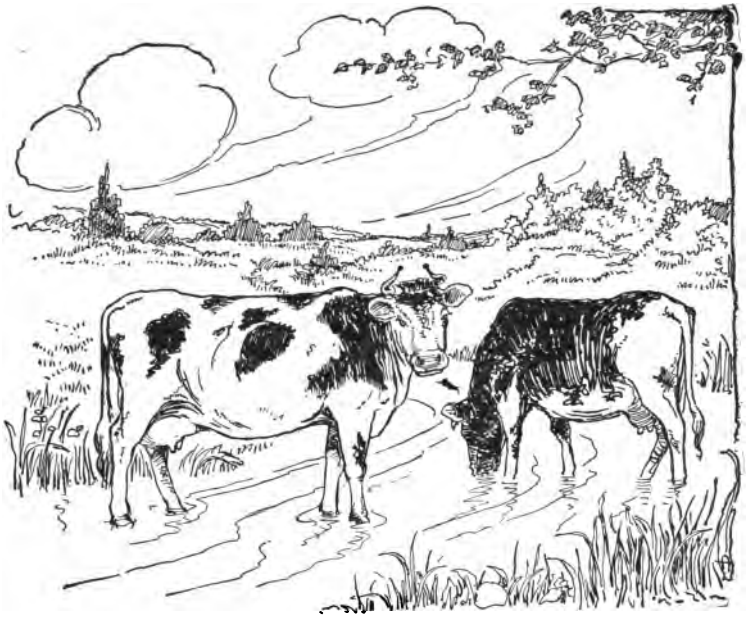
Then he came to visit us.
We were on a big farm.
We had fun every day.
The farmer let us feed the hens.
We fed them corn.
We gave them water.
I heard the old rooster every morning.
He said, "Cock-a-doodle-do!"
The hens liked to sit in the sun.
They would run and cackle when we came near.
My baby liked to pick up their feathers.
They laid fresh eggs every day.
The farmer let me gather the eggs.
The farmer's wife made Joe a cake.
The hen gave the eggs for the cake.
The cow gave the milk for the cake.

a. Read the story.
b. Tell what the little boy did in the country.
c. Tell what you have seen and done in the country.

"Higgledy-piggledy, my
black hen;
She lays good eggs for
gentlemen;
Gentlemen come every
day,
To see what my black
hen doth lay."



a. Draw the picture. *b.* Copy the rhyme.



MR. BROWN'S COWS

Mr. Brown drove the cows to the meadow.
They went early in the morning.
There was a stone wall around the meadow.
The cows could not get out.
There was a brook in the meadow.
The cows liked to stand in the brook.
At noon they would lie under the trees.
They liked to eat the sweet grass.
When night came, Mr. Brown went again to the meadow.

I would go with him.

We cut long sticks from the trees.

We used the sticks to keep the cows in the road.

Sometimes we met an automobile.

The cows stood still and looked at the automobile.

They did not like it.

The automobile let us pass.

Mr. Brown and I ran after the cows.

I think the cows were glad to get home to the barn.

a. Read the story.
b. Tell about the cows.
c. Tell some things that you know about cows.

Copy:

"Thank you, pretty cow, that made
Pleasant milk to soak my bread;
Every morn, and every night
Pure, and fresh, and sweet, and white."

JANE TAYLOR.

AT THE BEACH

This is vacation.

The children are at the beach.

Tom and Fred have their shoes and stockings off. You can not see them.



They are wading in the water.
The other boys are making a fort.
They are making a sand fort.
Baby has his tin pail and shovel.
He is digging a well.
Now he is filling it with water.
Mother sits under the umbrella.
The sun is hot.
Mother is glad her children are happy.
Baby finds pretty shells on the beach.
He puts the shells into his pail.
He carries the shells to mother.
How many shells did baby find?
One, two, three, four, five, six. He found six shells.
I found seven snail shells.

a. Read the story.
b. Tell what the children did at the seashore.
c. Make these figures and words:

1	2	3	4	5	6
One	Two	Three	Four	Five	Six
7	8	9	10	11	12
Seven	Eight	Nine	Ten	Eleven	Twelve

d. Copy and learn the verse:

"When I was down beside the sea,
A wooden spade they gave to me
To dig the sandy shore;
My holes were empty like a cup,
In every hole the sea came up,
Till it could come no more."

ROBERT LOUIS STEVENSON.

REVIEW

Did you go to the seashore this summer?
Where did you go?
How did you get there?
What did you see first?
What color was the sea on sunny days?
What color was the sea on cloudy days?
What did the waves do?
What made the big waves?
What could you see on the water?
What made the boats move?
Did you go in a boat?

What else did you do?
What did you find on the beach?
How did you dig for clams?
Where did you find the snails?
What did the waves bring in?
How did you play in the sand?
Which do you like better, the seashore or the country? Why?

a. Write the answers to the questions.
b. Write anything else you know about the sea.
(Always think before you write.)
c. Make this rhyme with your letters:



"I saw a ship a-sailing,
A-sailing on the sea;
And oh, it was all laden
With pretty things for thee;

There were comfits in the cabin,
And apples in the hold;
The spreading sails were made of silk,
And the masts were made of gold."

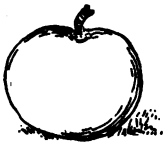
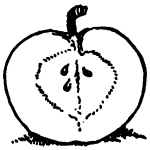
GUESS!

I am round and red.
I grew on a tree.
There were other trees near me.
I rocked in the breeze.
I swung round and round.
I was way up above your head.
The leaves on my tree were green.
Then I was green, too.
By and by the leaves turned brown.
Then I became red.
The wind came along one day.
He shook the tree.
I tumbled down.
I fell on the grass.
It was a long way to fall.
I am lying under the tree.
I wish some one would find me.

a. Read and tell.
b. Ask your teacher to tell you the story of "The Sleeping Apple."
c. Can any one tell the story of "Apple Seed John"?

d. What are apples good for?
What color are the blossoms on an apple tree?
What color have you seen apples?
What are brown apples called?
What animals like apples to eat?

Draw and color:


WHAT HAPPENED TO THE APPLE

Some one found the apple.
It was the farmer's boy, John.
He put the apple in a basket.
There were other apples there, too.
He carried the apples to the barn.
He put the apples into barrels.
There were more than one hundred in a barrel.
They couldn't move about.
The farmer nailed covers on the barrels.
He carried the barrels to the station.
By and by the train came.
All the barrels were put in the freight car.
They came to Boston.
They were sent to market.
Who do you think bought the big red apple?
No one bought it.

The market man gave it to his little boy.
The little boy was lame.

a. Ask your teacher to tell you the story, "Hercules and the Golden Apples."

b. Read these sentences in the proper order:

It was red.
The wind blew it.
The apple grew on a tree.
I ate it for my dinner.
I caught it in my hat.

c. Make the sentences in the proper order with your letters.

QUESTIONS TO ANSWER

Think the answers to these questions and be ready to answer:

a. Which had you rather be — a boy or a fish? Why?
b. What can a boy do that a fish can not do?
c. What can a fish do that a boy can not do?
d. What can a boy do that a fish can do?
e. Which had you rather be — a chicken, a cow, or a horse? Why?
f. What can a horse do that a chicken can not do?
g. What can a cow do that a horse can not do?
h. What can a chicken do that a cow and a horse can not do?
i. Which had you rather be — a sailor or a farmer? Why?

j. What would you like best to do if you were a sailor?

k. What would you like best to do if you were a farmer?

l. Would you rather be a sailor in summer or winter? Why?

m. Would you rather be a farmer in summer or winter? Why?

Cut from paper some of the farmer's tools.

Cut all the different kinds of boats you have ever seen.



SOMETHING TO DO

apple	cow	automobile	pencil	paper
coat	chickens	horse	trees	boat
umbrella	shells	shovel		barrel
baby	brother	sister	father	mother
hens	cake	bread	feathers	eggs
milk	grass	clams	sand	pail
leaves	car	fish	book	candy

a. I haven't any automobile.

Tell me six things you haven't from the above list.

b. Copy:

First Second Third Fourth Fifth
Sixth Seventh Eighth Ninth Tenth
Eleventh Twelfth

c. Make with your letters these names.
Arrange the boys' names in one column, and the girls' names in another column:

Kate John Catherine Jessie Frank
Susan Thomas Henry Mary
Sarah George Victor Annie Robert
Ellen Margaret Gilbert William
Barbara Grace Frederick Edward Frances
Pauline Louise James Albert
Arthur Bertha Emma Joseph Alan

d. Make your own name.
(Names always begin with capital letters.)

COME, LITTLE LEAVES

"Come, little leaves," said the wind one day,
"Come over the meadows with me and play,
Put on your dresses of red and gold,
For autumn has come and the days grow cold."

Soon as the leaves heard the wind's loud call,
Down they came fluttering one and all,
Over the brown fields they danced and flew,
Singing the dear little songs they knew.

"Cricket, good-by, we've been friends so long,
Little brook, sing us your farewell song,
Say you are sorry to have us go,
Soon you will miss us right well we know.

"Dear little lambs in your fleecy fold,
Mother will keep you from harm and cold;
Fondly we've watched you in vale and glade,
Say, will you dream of our loving shade?"

Dancing and whirling the little leaves went,
Winter had called them and they were content;
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

a. Read the poem.
b. Tell the story.
c. When do the leaves work?
d. When do the leaves rest?
e. When do you rest?
f. Who tells you it is bedtime?
g. Who is the leaves' mother?
h. Ask your teacher before you go home to-night to read, or recite for you, the poem called:

"How the Leaves Came Down," by Susan Coolidge.

i. Ask your teacher to tell you the story of the little pine tree who wished to change its needles.
j. Tell the story at home.

LEAVES IN THE AUTUMN

a. Read what the Indians think about the leaves; then close your book and tell the story:

The little leaves had been busy all summer, and now when autumn had come, they put on their prettiest dresses of gold, and red, and brown. God saw the little leaves and He said: "They shall not die. They shall live and be beautiful always." So He gave each bright leaf wings and bade it fly. From the brown leaves came the thrushes; from the red leaves came the robins; and from the yellow leaves came the orioles. This is why the birds love the trees so well. It is why they build among the branches.

b. Play you are a little leaf on a tree.
What color are you?
Where are you this afternoon?
What are you doing?
What do you do when the sun shines?
What do you do when it is rainy?
What do you do when it is windy?
Why are you red now?
What color were you all summer?
Did you have any work to do?
Did you live all alone on the tree?
Why are you ready to fly away now?
Is your work over?

Think the answers to the questions.
Write the answers to the questions.

SOMETHING TO DO

Complete these sentences:

My baby has
My father has
My mother has

The apple is
The leaf is
The horse is

Chickens can
Fishes can
Children can

A sailor likes to
A farmer likes to
A boy likes to
A girl likes to

I live in
A fish lives in
Cows live in
Leaves live on

Copy:

January February March April May
June July August September
October November December

Complete these sentences:

My birthday is in
Christmas comes in
School opens in
School closes in
The first month of the year is
The first month of winter is
The first month of summer is
The first month of spring is
The first month of autumn is
My favorite month is
Why?



NIMBLE

My name is Nimble.
I live in the Public Garden.
I live in the trunk of a tree.
I am tame.

I am not afraid of any one.
Every one is good to me.
The children feed me peanuts.
Do you see the big house near the garden?
Sometimes I go over to that house.
A little sick boy lives there.
He is in the room upstairs.
I go to visit my little friend.
I do not ring the doorbell.
I run up the vine.
I knock on the window.
The little boy opens the window.
I curl my tail up over my back.
The boy gives me nuts to eat.
I hold the nut in my paws.

a. Read the story.
b. Tell the story.
c. Draw a picture of Nimble.

There are two squirrels.
They are running.
They have bushy tails.
There are some nuts on the tree.
There are some nuts on the ground.
They are hard.
They are acorns.
They are not good for boys to eat.
There are some baby squirrels in the tree.
They are waiting for the mother squirrel.

a. Put a *blue line* under these words: There are
b. Put a *red line* under these words: They are

A LITTLE BOY'S DREAM

A little boy once had a dream.
He dreamed he was a little squirrel.
He dreamed he was all alone in the Public Garden.
It was a cold day.
The wind blew.
He had no place to go.
Soon he saw another squirrel.
He called to him.
The other little squirrel ran to him.
The first little squirrel said, "Chip, chip."
He wanted to say, "I am cold."
He wanted to say, "I am hungry."
The second little squirrel said, "Come."
They ran up a big tree.
They ran to the front door.
They ran into the squirrel's house.
There they had a feast of nuts.
There they went to bed in a nest of leaves.

a. Read the story.
b. Tell the story.
c. Tell something about squirrels you have read or seen.

d. Play you are a little squirrel and write five things about yourself. Begin your story:
"I am a little red squirrel."

e. Ask your teacher to tell you the story, "How the Chipmunk Got His Stripes."

Copy:

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday



THE SANDMAN

Have you ever seen the Sandman?
He comes every evening.
He comes when the sun is setting.
Over the hills he comes.
Upon his back there is a bag.
In the bag there is sand.
You can not hear the Sandman.
He steps softly.

He steps slowly.

I have often tried to see him.

When I am very sleepy, I hear my mother's voice.

She says, "The Sandman is coming."

"He is coming over the hills."

"He is coming to you, my dear."

He comes when I am sleepy.

I try my best to stay awake.

Sandman, are you young or old?

Why do you carry sand in your bag?

Why do you visit the children every evening?

a. Copy five sentences you like about the Sandman.
b. When does he come to your house?
c. What does the baby do when the Sandman comes?
d. What do you do?
e. Make with your letters:

Spring Summer Autumn Winter

If you please.

Thank you.

Excuse me.

What did you say?

I beg your pardon.

Good morning, Miss (your teacher's name).

Good night, mother.

Good night, father.

I am sorry.

I have had a happy day.

SEPTEMBER DAYS

September days are going.
I love this beautiful month.
It is the first month of autumn.
The yellow goldenrod nods by the roadside.
The asters are in the fields.
I can see their faces in the brook.
The apple trees bend low their branches.
We can pick the red apples.
Here is a milkweed cradle.
Inside there are hundreds of milkweed seeds.
They have silky dresses.
The wind will blow them about.
Do you know the lovely blue gentian?
Some one said that God once wished to make a beautiful flower.
He found two feathers from a bluebird's wing.
With a twist of His finger He made a beautiful flower.
This flower was the gentian.

a. Read the sentences.
b. Tell something about asters.
c. Tell something about goldenrod.
d. Tell something about milkweed.
e. Copy the sentences about the gentian.

Write from memory the first verse of "September."

September, October, November; these are the months of autumn.

MY STORY

To-day you are to write a story without help. Think every sentence before you write. First *think;* then *write well.* Be careful of your *spelling.*

Choose one of the following to write about:

a. Tell something that would be a surprise about father, mother, and the baby.

b. Three reasons why you would like to be a sailor, and three why you would like to be a farmer.

c. Three things you know about apples.

d. Name three animals on the farm, and tell what each can do.

e. Play you live at the seashore. Tell me about your home in winter and summer.

f. Three reasons why you had rather be a boy than a squirrel.

g. A goldenrod grew by the roadside. What did he notice about a man, a woman, and a child who passed by?

h. What three things might you see in a brook? What might each be doing?

i. Name three autumn flowers and tell their colors, where they grow, and which one is your favorite.

j. Use these words in three different sentences:

corn fruit gentian

k. What happens when the Sandman comes? In your house? In the barn? In the fields?

l. Play you are a little leaf. Tell of your life in summer and in winter.

m. What did the milkweed see on his travels?



THE FIRST STEP. *Millet.*

a. Study the picture and answer the following questions:

How many people are there in the picture?
Name them.
What is the baby doing?
What are the others doing?
Why are they in the field?
What is behind the father?
What else do you see in the picture?
How is the father dressed?
What do the baby and the mother wear on their heads?

b. What we like to think about the picture.

What time of day is it?
From whence did the baby and the mother come?
How did the baby come all that distance?
How do you take your baby out when he is too little to walk?
What was the father doing when the baby came?
What makes you think so?
What did he do when he saw the baby?
How old is the baby?
Why does the father hold out his arms?
How many steps has the baby taken?

How many steps do you think he will be able to take to-day?

Who will help him?

How will the father help? The mother?

What is the father saying?

What is the mother saying?

Will the baby answer?

How will he answer?

How will the baby go home?

What will the baby do when he gets home?

THE PICTURE STORY

Have you ever seen a baby learning to walk?

Tell me about it.

Would you like to teach him?

How would you begin?

What should you expect him to do in one day?

If he falls down, what would you do?

What would you say to him?

How can you help take care of your baby?

How do you show you love the baby?

How does he show his love for you?

Read the story your teacher wrote about our September picture.

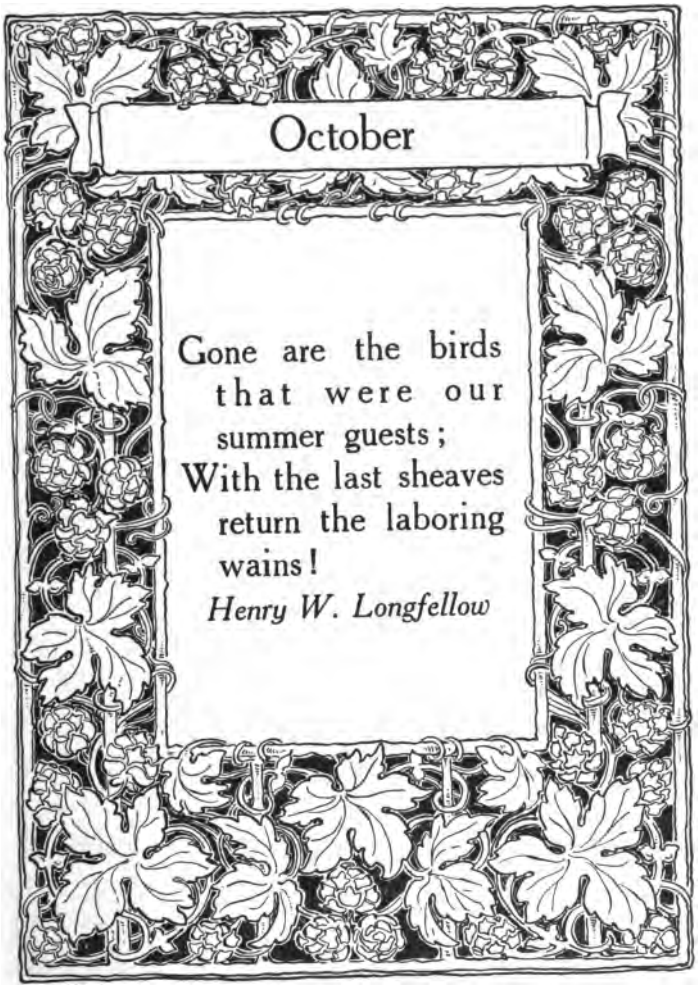
What a happy family Millet has painted for us! The mother and her baby have come from the little cottage among the trees. The cottage

is not very far away, but the baby was a heavy load for the mother.

The sun is going down, and it is time for the father to leave his work in the garden. Wasn't it pleasant for the baby to come and meet him?

The baby did a wonderful thing to-day! He took his first step! The mother wishes to surprise the father, and she is coaxing the baby to try again. She holds out her arms for fear he may fall. The father stretches out his strong arms, too. Do you think the baby will try to take the step? His little legs are not very strong, but he loves his father, and is anxious to reach him.

Now the mother has taken her arms away. The baby is standing alone. See how he looks at his father. The father says, "Come to me, little boy." The baby puts one foot forward, and takes a step! Wasn't he a brave baby?


October
Gone are the birds
that were our
summer guests;
With the last sheaves
return the laboring
wains!
Henry W. Longfellow

OCTOBER'S BRIGHT BLUE WEATHER

Oh, suns, and skies, and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather.

When loud the bumblebee makes haste,
Belated, thriftless, vagrant,
And goldenrod is dying fast,
And lanes with grapes are fragrant;

When gentians roll their fringes tight
To save them for the morning;
And chestnuts fall from satin burrs
Without a sound of warning;

When on the ground red apples lie,
In piles like jewels shining;
And redder still on old stone walls
Are leaves of woodbine twining.

Oh, suns, and skies, and clouds of June,
Count all your boasts together;
Love loveth best of all the year
October's bright blue weather.

HELEN HUNT JACKSON.

From Poems by Helen Hunt Jackson. Copyright, 1873, by Little, Brown & Company

a. Study the poem.
b. Make the poem with your letters.
c. Underline the hard words.
d. Copy the poem.
e. Draw a picture of one thing of which the poem speaks.



OCTOBER DAYS

a. Copy:

This is October.
The air is cool and the sky is blue.
The days are shorter.
Frost comes at night.
The leaves are falling.
Children and squirrels are gathering nuts.
The seeds are falling.
The insects are hiding.
Birds are flying to the southland.
Caterpillars and spiders are spinning cocoons.
Grasshoppers and ants are gone.

b. Ask your teacher to tell you the story, "Psyche and Cupid."
c. Ask your teacher to tell you the story, "Ruth and the Gleaners."
d. This story is from the Bible. Read it to yourself and then be ready to tell it.

"Behold a sower went forth to sow; and when he sowed some seeds fell by the wayside, and the fowls came and devoured them up;

"Some fell upon stony places where they had not much earth, and forthwith they sprung up and withered away;

"Others fell into good ground and brought forth fruit, some thirty fold, some sixty fold, some a hundred fold."

e. Make the following words:

rival	bright	blue	bumblebee	haste
belated	thriftless	vagrant	lanes	
fragrant	fringes	gentians	warning	
jewels	shining	woodbine	twining	
suns	clouds	skies	joys	weather

CHESTNUTS — BEES

a. Read and tell the following.
Tell something else you know about chestnuts.

See what I found under a big tree.
Do you know what it is?
It is brown and good to eat.
Yes, it is a chestnut.
I have seen the men roasting chestnuts.
The shell is not very hard.
I can break it and eat the nut.
The nut tastes sweet.

Near the chestnut I found this burr.
The chestnut fell out of the burr.
I found this nut before the squirrels found it.
Do you know why the burr is so prickly?
Inside it is as soft as satin. Why?
Who opened the burr?
The squirrels wait for Jack Frost to open the burr.
They would not like to carry that prickly burr to their nests. Why?

b. Read and tell the following:

"Buzz — buzz — buzz."

Who makes this song?
This is the song of the bee.
He is a great worker.
He has been gathering honey all summer.
From flower to flower he flies.
He carries the honey home to his hive.
In the hive lives the Queen Bee.
On sunny days the bees gather the honey.
Did you ever taste any honey? How did it taste?
The bees' legs are all yellow.
That is dust from the flowers, and it is called "pollen."
Pollen is the bread for the baby bees.
Some bees are called "drones."



They are too lazy to work.

Did you ever see any honey in the comb? Tell me how it looked.

Of what use is wax?

Make this little verse with your letters:

"'Buzz!'
This is the song of the bee.
His legs are of yellow,
A jolly good fellow,
And yet a great worker is he."

A WALK WITH THE TEACHER

a. Read and tell about a walk you once took.

We went out to Franklin Park.
I picked some goldenrod for mother.
We found some brown oak leaves.
We found some red maple leaves.
We found some yellow elm leaves.
Over a stone wall I saw a lovely red vine.
My teacher said it was woodbine.
The sky was blue with white clouds.
We could see the Blue Hills.
The ground under one tree was red with leaves.
Our teacher stood under the tree.
She said the tree was the leaves' mother.
The little leaves have been to a party.
That is why they wore such gay dresses.
Now it is the leaves' bedtime.
They will sleep near the mother tree.
They will sleep all winter.



HOW THE LEAVES CAME DOWN

a. When we came back from our walk, our teacher read this poem. Study the poem.

b. Choose one verse that you would like to read to the class.

I'll tell you how the leaves came down;
The great tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red,
It is quite time you went to bed."

"Ah," begged each silly, pouting leaf,
"Let us a little longer stay.
Dear father tree, behold our grief,
'Tis such a very pleasant day,
We do not want to go away."

So just for one more merry day
To the great tree the leaflets clung.
Frolicked and danced and had their way,
Upon the autumn breezes swung,
Whispering all their sports among.

"Perhaps the great tree will forget,
And let us stay until the spring,
If we all beg, and coax, and fret;"
But the great tree did no such thing,
He smiled to hear their whispering.

"Come, children, all to bed," he cried,
And ere the leaves could urge their prayer,
He shook his head; and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red a huddled swarm,
Waiting till one from far away,
White bedclothes wrapped upon her arm,
Should come to wrap them safe and warm.

The great tree looked down and smiled,
"Good night, dear little leaves," he said.
And from below each sleepy child
Replied, "Good night," and murmured,
"It is so nice to go to bed."

SUSAN COOLIDGE.

QUESTIONS TO ANSWER

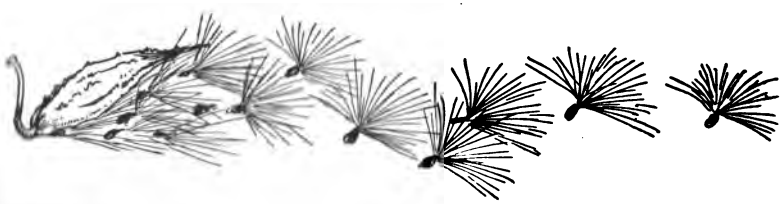
a. Ask your teacher to read the little poem by John Greenleaf Whittier called, "Indian Summer." Also "Going a Nutting," by Edmund Clarence Stedman.

b. Write the answers to the following:

Why is the goldenrod like the sun?
Why does the bumblebee "make haste"?
What makes the lanes smell sweet?

When does the gentian close its fringe?
Why is the chestnut burr prickly?
Why is it soft inside?
Who opens the chestnut burrs?
Who likes chestnuts?
What jewel does an apple look like?
What colors can you see in an October sky?
Where can you find red in October?
Where can you find blue?
Where can you find yellow?
Why do the leaves fall in the autumn?
Why does the squirrel hide his nuts?
Who makes wax for us?
Of what use is wax?
Which had you rather be — a "worker" or a "drone"? Why?
What makes the milkweed dusty?

c. Ask me three, or more, "Why" questions.
d. Draw the milkweed pod and seeds.
Draw a bumblebee on a flower.
Draw a spray of goldenrod. Color it.
Draw anything that reminds you of October.



COLUMBUS

I

Long ago there lived a little boy.
His name was Christopher Columbus.
He lived far across the sea in Italy.
Columbus lived near the sea.
He loved to watch the boats.
When he was a little boy, he said, "I want to be a sailor some day."
His father said, "Then you must go to school now."
So Columbus went to school.
He learned many things.
He learned about the stars.
He learned about the wind.
He learned about boats.
This he loved best of all.
When he left school, his uncle said, "You may come on my ship and be a sailor."

II

Columbus wished to go to India.
India was a rich country.
He said, "Oh, if I only had a ship of my own."
Columbus had no money.
He went to the king of another land.
The king would not help him.



From the statue by Monteverde in the Boston Art Museum.

THE BOY COLUMBUS.

Columbus was now a man.
He had a little son named Diego.
He took his little boy to Spain.
Here he was obliged to beg for food.
The people listened to his sad story.
"Go to our good queen," they said.
"She will help you."
"She will give you money for your ships."

III

So Columbus went to good Queen Isabella.
She gave him three small ships.
It was hard to find men to go to sea.
"It is too dangerous," they said.
The men were afraid, but at last they sailed away.

IV

At sea the sailors became more frightened.
They said, "Oh, turn back, turn back."
They said, "We will never find our way home."
They planned to throw Columbus overboard.
At last Columbus said, "We will sail on for three days more."
"If we see no land, we will turn back."
The next day, small birds came singing about the ship.
Then green leaves floated on the water.

The men knew land must be near.
The next day a gun was fired.
Land was in sight.
How glad every one was!
Do you think the land was India?
Columbus thought it was.
It was not India.
It was our own land — America.

V

On the land there were some dark-skinned people.
Columbus called them "Indians."
He was good to the Indians.
At first they were afraid of the white men.
They thought the ships were great white birds.
The Indians could not talk to Columbus.

VI

After a while, Columbus went home.
He took some Indians with him.
The good Queen Isabella was glad to see Columbus.
She was glad to hear his story.
She gave him many gifts.
Columbus made another voyage.

This time he had seventeen ships.

People wanted to sail with him.

It was October 12, 1492, that Columbus came to America.

Are you not glad you live in America?

a. Read and be able to tell the story in parts.

b. Plan a set of questions to ask the class; for example:

Who lived long ago?

What was his name?

c. Make the hard words with your letters.

d. Do you know something else about Columbus?

e. Write the words that began with capital letters.

f. Without any help you may write six sentences on one of the following:

The Boyhood of Columbus.

His Visit to Queen Isabella.

His Voyage.

His Arrival in the New Country.

His Return.

g. Copy and learn.

"Bless thou our native land!
Firm may she ever stand,
Through storm and night;
When the wild tempests rave,
Ruler of wind and wave,
Do Thou our country save,
By Thy great might."



PREPARATION FOR WINTER

What is this great bear doing?
Is he hunting for something?
Yes, he knows that winter is coming.
He is hunting for a cave.
He will crawl into the cave.
He will curl himself up into a ball.
He will sleep all winter.
Will he wake up in the spring?
Yes, for he will be hungry.
He will be thin, too.
He will come out of his cave.
He will hunt for something to eat.
But now he has found his cave.
It is a hole among the rocks.
Good night, old bear, sleep well.
Shall you be cold in your cave?
Oh, no, the cold winds cannot find me.

a. Read and tell.

b. Make as much of the story as you are able to make with your letters.

Who are these men?

They belong to the Street Cleaning Department.

They wear a uniform.

They have rakes and shovels.

They have a queer cart.

It looks like a barrel.

They are raking the dry leaves.

They are cleaning the streets.

By and by the snow will come.

By and by the rain will come.

The gutters must be clean.

The water must flow in the gutters.

So the men are working.

Answer these questions:

Who can help to keep the street clean?

How can you help?

How can others help?

What is the name of our city?

What sort of city do you wish it to be? Why?

What do clean streets mean?

Where should we put rubbish?

What do dirty streets tell a stranger?

Why do we wish to be proud of our city?

What is the name of our Mayor?

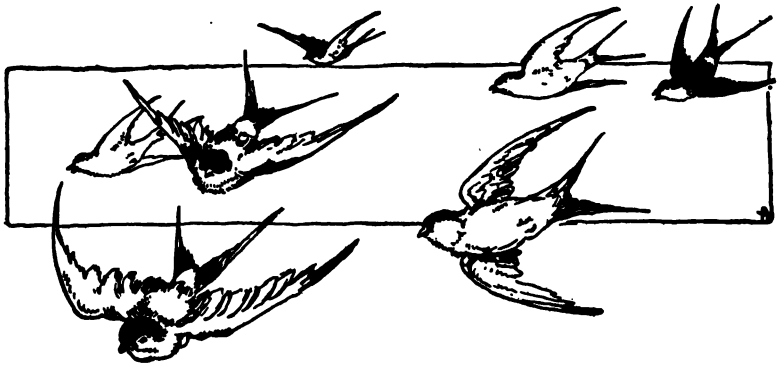
Why do we need a good Mayor?

How is mother getting ready for winter?
To-day she is making grape jelly.
Father bought the grapes.
First the grapes are put into a kettle.
They cook on the stove.
Mother puts the jelly into glasses.
It is purple.
There is white wax on top of the jelly.
The wax keeps the jelly sweet.

To-day mother is getting my winter clothes out of the big trunk.
She is mending my winter coat.
She has found my mittens.
She found my winter cap.
I shall be glad of warm clothes by and by.

Father bought some coal to-day.
The men have been putting the coal into our cellar.
They have put in six wagon loads.
We have some wood in the cellar, too.
Some of the wood is split.
Some of the wood is in big logs.
We use the logs in the fireplace.
Father says, "The cold days are coming."

Make with your letters the words that are underscored.



GOING SOUTH

Have you seen any birds to-day?
Yes, I saw some pigeons.
I saw some sparrows.
Where are the bluebirds and the robins?
Where are the thrushes and the bluejays?
They have started for the southland.
It is a long journey.
The birds must fly many miles.
In the southland it is warm and sunny.
In the southland the trees are in blossom.
The birds do not go alone.
They travel in companies.
They get very, very tired.
But they sing all the way.
They are glad when they reach their new home.
They will stay south until spring.
Then they will return and sing to us again.

a. Read and tell.
b. Copy six of the sentences.
c. Make a list of all the birds you know.
d. Play you are a little bird. What are you doing now?
e. How are the following getting ready for winter?

bear squirrel caterpillar toad frog
father mother children

f. Begin a story this way:

I am a father robin.

g. Tell me a story and on the last line write, "Do you know who I am?"

For example:

All summer I lived in the old apple tree.
I sat on the branches and sang a song.
I had a happy little family.
My wife had five babies.
Our home was made of mud and straw.
Do you know who I am?

SOMETHING TO DO

When you ask permission to do something, use the word "may" and not "can."

For example:

May I have a glass of water?
May I do the errand for you?

Write eight sentences in which you ask the teacher's, or mother's, permission to do something, or to go somewhere.

Whenever you write the word "I" it must begin with a capital letter.

For example:

I went to the store.

John and *I* are good friends.

Write eight sentences with the word "I" in each sentence.

Here are two stories: one is about a leaf; the other is about a bird. Copy the sentences about the bird.



I live on a tree.

I can swing in the breeze.

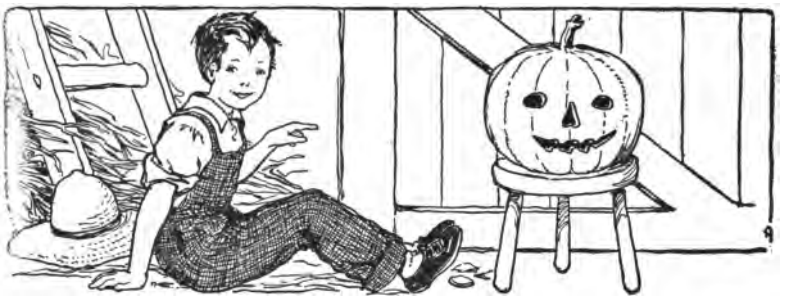
My song is sweet and clear.

My breast is brown and my back is blue.

I cling to the tree by my stem.

Sometimes I go to sleep.

In the summer I dance and play.
In the autumn I fall to the ground.
I build my house myself.
I give shade to the baby birds.
My little ones are learning to fly.
When I am born I am green.
I have two feet and a bill.



HALLOWE'EN

a. Read and be able to tell the story:

There was once a garden.
In this garden there was a vine.
On the vine there was something round.
It was orange colored.
It had a green stem.
It held to the vine with the stem.
A farmer saw it.
His boy saw it, too.
The farmer cut the green stem.

The boy carried it into the barn.
His father cut a hole in the top.
He took out the seeds.
He made two eyes.
He cut a nose and a big mouth.
He put a candle inside.
He gave it to his boy, Tom.
Do you know what it was?

Six girls had a party.
It was the last night in October.
It was Hallowe'en.
That is the night when the Brownies are out.
That is the night when they play tricks.
The boys and girls had fun.
They put a big tub in the middle of the kitchen.
They filled the tub with water.
They put some apples in the water.
Then they tried to pick the apples up with their teeth.
The water got into their faces.
It got into their eyes and mouths.
Next they tied apples on a string.
They swung the apples and tried to bite one.
The boys jumped over a lighted candle.
They tried not to blow it out.

b. Tell some things you have done on Hallowe'en.

THE WISE FAIRY

Once, in a rough, wild country,
On the other side of the sea,
There lived a dear little fairy,
And her home was in a tree.
A dear little, queer little fairy,
And as rich as she could be.

To northward and to southward,
She could overlook the land,
And that was why she had her house
In a tree, you understand.
For she was the friend of the friendless,
And her heart was in her hand.

And when she saw poor women
Patiently, day by day,
Spinning, spinning, and spinning
Their lonesome lives away,
She would hide in the flax of their distaffs
A lump of gold, they say.

And when she saw poor ditchers,
Knee-deep in some wet dike,
Digging, digging, and digging,
To their very graves, belike,
She would hide a shining lump of gold
Where their spades would be sure to strike.

And when she saw poor children
  Their goats from the pastures take,
Or saw them milking and milking
  Till their arms were ready to break,
What a plashing in their milking pails
  Her gifts of gold would make!

Sometimes in the night, a fisher
  Would hear her sweet low call,
And all at once a salmon of gold
  Right out of his net would fall;
But what I have to tell you
  Is the strangest thing of all.

If any ditcher, or fisher,
  Or child, or spinner old
Bought shoes for his feet, or bread to eat,
  Or a coat to keep from the cold,
The gift of the good old fairy
  Was always trusty gold.

But if a ditcher, or a fisher,
  Or spinner, or child so gay,
Bought jewels, or wine, or silks so fine,
  Or staked his pleasure at play,
The fairy's gold in his very hold
  Would turn to a lump of clay.

So, by and by, the people
  Got open their stupid eyes:

"We must learn to spend to some good end,"
They said, "if we are wise;
'Tis not in the gold we waste or hold
That a golden blessing lies."

ALICE CARY.

BROWNIES

Draw the pictures of the Brownies on page 64 and color with your crayons.

Copy the story:

Did you ever see a Brownie?

They can be seen on the last night of October.

That is Hallowe'en.

The Brownies are little men.

Some people say they live under ground.

Some say they live in hollow trees.

The Brownies are busy little people.

They try to carry happiness everywhere.

They work hard.

Did you ever hear the leaves rustle?

Look out then for a Brownie.

He may be playing hide and seek.

Some Brownies live in barns.

They take care of the animals.

I have heard that the Brownies help good children.

Sometimes they help Santa Claus.

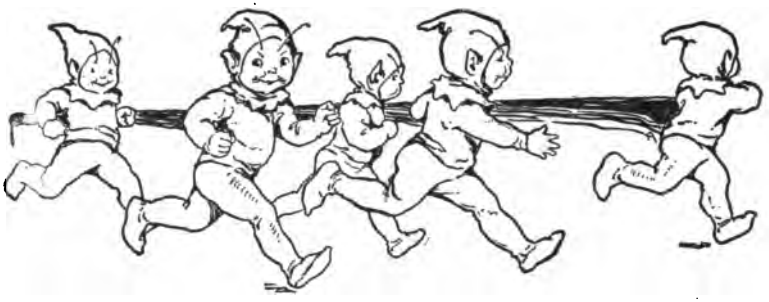
a. Ask your teacher to tell you, after recess to-day, the story of "The Shoemaker and the Elves."
b. Listen so well to the story that you can tell the story to your mother when you get home.
c. Play you are a Brownie. Tell me three kinds of things you could do.

HOW BIRDS TALK

a. Complete the sentences:

The hen clucks and
The canary, robin, and bluebird
The rooster
The chicken
The duck
The turkey
The owl
The dove
The parrot

b. Tell the story of "The Fox and the Crane."
c. Tell a story about your canary.
d. Tell a story about "The Little Red Hen."
e. Tell a story about a parrot.
f. A mother hen hatched out a little duck. Tell about the little duck with the hen mother and what the chickens thought about him.
g. Tell what the owl sees at night.
h. Write a list of what you would teach a parrot to say if you had one.



SOMETHING TO DO

a. *Think* before you write.
Be careful of *writing* and *spelling.*
Do not begin a sentence with the word "*and*" or "*because.*"

You may be a Brownie this afternoon.
Tell me how you look.
Tell me what you wear.
Tell me where you live.
Tell me what you do all day.
Tell me what games you play.
What lessons do you learn?
Tell me about the Brownies at school.
What songs can you sing?
What kind deeds do you do?
What do you eat?
Tell me about your house.

b. Copy any words in any book that make you think of October and tell why.

c. Copy any poem or song that makes you think of October.
d. Draw a picture of a leaf in summer, and of one in October. Use crayons.
e. Give three reasons why you think October is a beautiful month.
f. Write the first verse of "October's Bright Blue Weather" from memory.

BY THE RIVER

a. Study the picture.
b. Read the teacher's story.
c. Write three things the teacher forgot to speak about.
d. Write what you like best in the picture.

It is twilight. Mother, and auntie, and baby have been by the river all day. Mother and auntie have been washing in the river. The baby has been sitting on the bank throwing stones into the water. He is too little to throw the stones far. Auntie will throw a big stone and make the water splash.

The baby's father has been in the fields mowing the grass. He is taking the tired oxen from the big cart. He will give them a cool and refreshing drink from the river before they go to the barn.

Sometimes baby rides on the load of hay, but



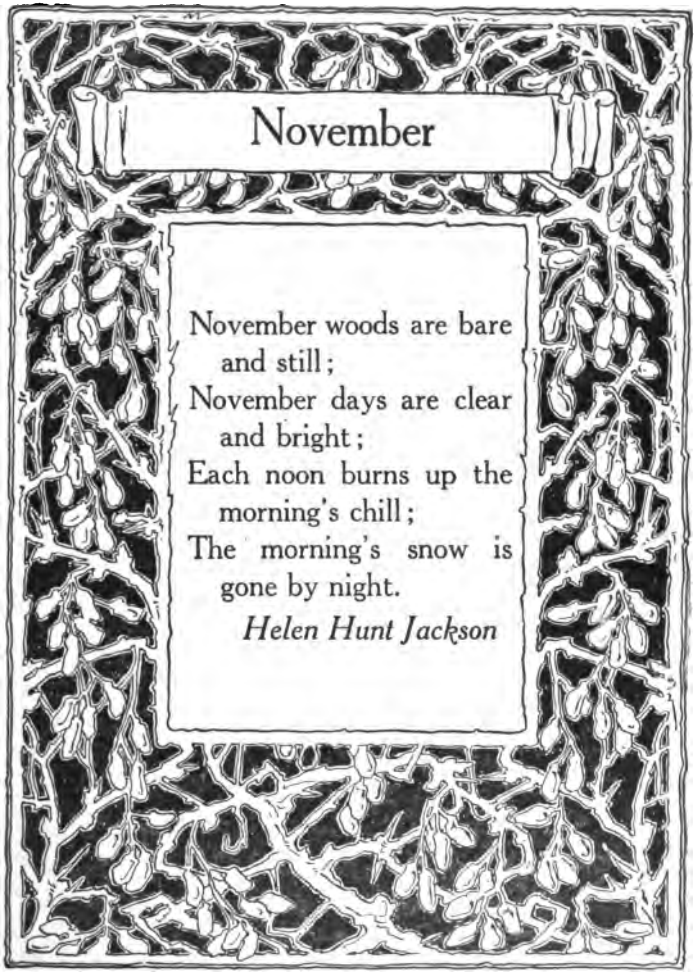
Lerolle.

BY THE RIVER.

to-night he will ride home on mother's shoulder. See him look at his auntie!

The leaves have fallen from the big trees, but I do not think it is a cold day.

Good night, happy boy. You are going home to your bowl of bread and milk. You are going home to sleep in your little white bed. Wave your hand to the birds in the trees by the river. Good night, good night, happy boy.



November

November woods are bare
and still;
November days are clear
and bright;
Each noon burns up the
morning's chill;
The morning's snow is
gone by night.

Helen Hunt Jackson



JACK FROST

The frost looked forth on a still, clear night,
And whispered, "Now, I shall be out of sight;
So, through the valley, and over the height,
In silence I'll take my way.
I will not go on like that blustering train,
The wind and the snow, the hail and the rain,

That make such a bustle and noise in vain;
But I'll be as busy as they!"

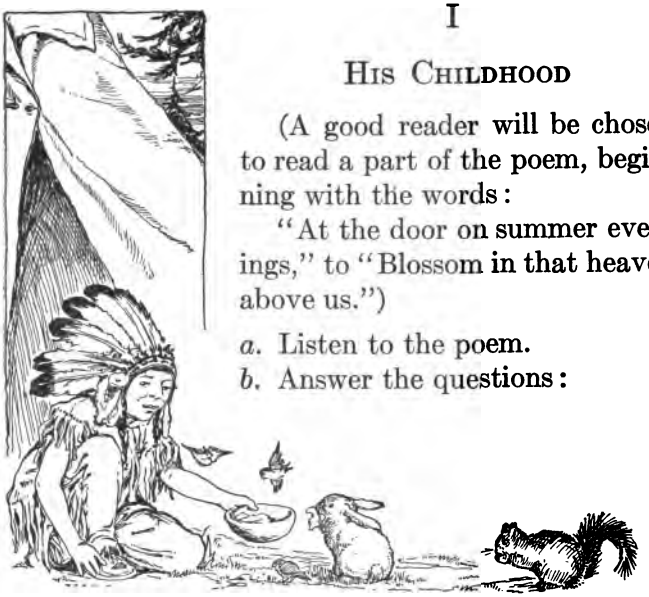
So he flew to the mountain, and powdered its crest.
He lit on the trees, and their boughs he dressed
With diamonds and pearls; and over the breast
Of the quivering lake, he spread
A coat of mail, that it need not fear
The glittering point of many a spear
Which hung on its margin, far and near,
Where a rock could rear its head.

He went to the window of those who slept,
And over each pane like a fairy crept:
Wherever he breathed, wherever he stepped,
By the light of the morn were seen
Most beautiful things! — there were flowers and trees,
There were bevies of birds, and swarms of bees;
There were cities and temples and towers; and these
All pictured in silvery sheen!

HANNAH F. GOULD.

a. Study the poem.
b. Make the poem with your letters.
c. Underline the hard words.
d. Copy the poem.
e. Draw a picture of one thing of which the poem speaks.

HIAWATHA



I

His Childhood

(A good reader will be chosen to read a part of the poem, beginning with the words:

"At the door on summer evenings," to "Blossom in that heaven above us.")

a. Listen to the poem.
b. Answer the questions:

Who was Hiawatha?
Where did he live?
What was in front of the wigwam?
What was behind the wigwam?
Who was Nokomis?
In what did she rock Hiawatha?
What did she say when he cried?
What song did she teach him?
What story did she tell him about the moon?
What did she tell him about the rainbow?
Name the animals Hiawatha loved.

What did he call the animals?
What did he call the birds?
What did he know about the secrets of the animals?

c. Copy the Fire-fly Song:

"Wah-wah-taysee, little fire-fly,
Little, flitting, white-fire insect,
Little, dancing, white-fire insect,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids."

II

Iagoo, the Story-Teller

(Some one will be chosen to read a part of the poem, beginning with the words:
"Then Iagoo, the great boaster," to "But he heeded not nor heard them.")

a. Listen to the poem.
b. Answer the questions:

Who was Iagoo?
Why was he a boaster?
About what could he tell stories?
What did he make for Hiawatha?
How did he make it?
How did he make the arrows?
What did he teach Hiawatha to do?
What did he tell Hiawatha to shoot?

Where did he tell Hiawatha to go?

Did he go with Hiawatha?

What did the squirrel do when he saw Hiawatha?

Why did the squirrel jump?

What did the squirrel say?

What did all the animals say?

Did Hiawatha answer? Why not?

Why was he willing to kill a deer?

Why was he not willing to kill a bird?

Why did Iagoo call Hiawatha, "My son"?

c. Draw a picture of the deer.

d. Draw a picture of the feast.

e. Draw a picture of the wigwam.

Use your crayons.



III

The Deer Hunt

(Some one will be chosen to read a part of the poem, beginning with the words: "But he heeded not," to "Called him 'Strong Heart.'")

a. Listen to the poem.
b. Answer the questions:

What did Hiawatha see on the ground?
Where did the tracks lead?
What did Hiawatha do?
Why did he hide?
Why did the deer go down to the river?
What part of the deer did Hiawatha see first?
How did Hiawatha feel then?
Did you ever feel like that? When?
How did he kill the deer?
What did he do then?
How did he carry the deer home?
Who was proud of him?
Why was she proud?
What did Nokomis do for him?
How did Nokomis cook the deer's flesh?
Was the feast inside the wigwam?
Who came to the feast?
Of what did she make a cloak?
What did all the people do?
What did they call Hiawatha?
Do we eat the flesh of deer?
What do we have to eat at a feast?

a. Draw a picture of a bow and arrow.
b. Draw a picture of Hiawatha's cloak.
c. Draw a picture of the feathers he wore.

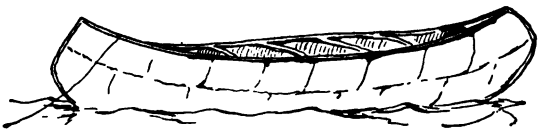
IV

The Building of the Canoe

(Some one will be chosen to read a part of the poem beginning with the words: "Give me of your bark, oh, birch tree," to "Like a yellow water lily.")

a. Listen to the poem.
b. Answer the questions:

Why did Hiawatha want a canoe?
Where did he go to build it?
What did the birch tree give him?
Describe how he cut the bark.
Of what did he make the framework?
How did he sew the ends together?
Why did he sew the ends together?
What is resin? Why did Hiawatha use it?
How did he make the canoe beautiful?
Who helped to make it beautiful?
How did he color the quills?
When the canoe was finished, what happened?
Of what did it make Hiawatha think?
Why did it remind him of a water lily?
What did he use for paddles?
Should you like to have gone in the canoe? Why?
Who may have gone with Hiawatha?



c. Draw a picture of the canoe.
d. Draw a picture of Hiawatha cutting bark.
e. Draw a picture of the canoe in the water with Hiawatha and Nokomis in the canoe.

REVIEW

Write on one of the following:

Think before you write.
Be careful of your *writing* and *spelling.*

a. Hiawatha's Childhood.
b. The Building of the Canoe.
c. The Deer Hunt.
d. Describe an Indian home.
e. Write all the Indian words you know.
f. What does an Indian do well?
g. Tell me about a real Indian you saw in the circus.
h. Did you ever see a statue of an Indian? Describe the statue.
i. Write about any Indian story you have ever read.

Use these words in sentences:

squaw	papoose	wigwam	canoe	paddles
quills	hedgehog	cloak	feast	forest

Learn:

"Saw the rainbow in the heaven,
In the eastern sky, the rainbow,

Whispered, 'What is that, Nokomis?'
And the good Nokomis answered,
''Tis the heaven of flowers you see there;
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that heaven above us.'"

THE PILGRIMS

a. Read the story.
b. Tell the story.
c. Copy five sentences.

This is the story of some English people.
It happened long ago.
The people were unhappy.
The King wished them to go to his church.
They wished to worship God as they pleased.
They decided to go to Holland.
The Dutch people were good to them.
The little Pilgrim children were learning to speak Dutch.
Their parents did not like this.
They decided to go to America.
America was far across the sea.
They left Holland in two boats.
One was called the "Mayflower."
The other was called the "Speedwell."

d. Make these words with your letters:

English	England	people	unhappy
wished	church	worship	pleased
decided	Holland	Dutch	speak
learning	parents	America	across
sea	two	called	Mayflower
Speedwell			

e. Write five sentences using some of these words.

THE VOYAGE

a. Read the story.
b. Tell the story.
c. Copy five sentences.

The "Speedwell" sprung a leak.
This boat went back to land.
The "Mayflower" kept on.
There were one hundred one people on board.
There were men, women, and children.
The voyage was long and cold.
The ship shook.
The children grew very tired.
Many of the people died.
Something wonderful happened.
Two baby boys were born.
Their mothers gave them queer names.
One baby was called "Oceanus Hopkins."
The other was called "Peregrine White."
After many days they saw land.

The "Mayflower" dropped anchor in Plymouth harbor.

d. Make these words with your letters:

Speedwell	Mayflower	sprung	leak
hundred	board	women	children
voyage	ship	shook	tired
wonderful	happened	queer	names
dropped	anchor	harbor	Plymouth

e. Write five sentences using some of these words.

THE NEW HOME

a. Read the story.
b. Tell the story.
c. Copy five sentences.

On Christmas day the Pilgrims left the ship.
They rowed ashore in a small boat.
They began to build a new house.
It was a large house.
It was built of logs.
The men and boys cut down the branches.
Then they made the log house.
At first all the people lived in this house.
Think of all the children living in one house!
It was a busy winter.
The men and boys worked in the forest.
The women and girls were busy, too.
They were busy cooking and sewing.
They were busy spinning and knitting.

d. Make these words with your letters:

Christmas	Pilgrims	rowed	ashore .
began	build	house	built
logs	branches	people	lived
living	busy	winter	worked
forest	girls	sewing	spinning
knitting	work		

e. Write five sentences using some of these words.



THE FIRST THANKSGIVING DAY

a. Read the story.
b. Tell the story.
c. Copy five sentences.

The Pilgrims made friends with the Indians.
Squanto was a good friend.
He showed them how to fish.
He showed them how to plant corn.
He played with the children.
He carried water for the women.
The corn grew on the hillsides.
The Pilgrims had plenty of food.
They were very thankful.
They said, "We will have a feast."
"We will invite our friends the Indians."
The men shot turkeys in the woods.
The women made the puddings.
The boys dug clams.
All the Indians came to the feast.
They came dressed in blankets.
They had feathers in their hair.
The Indians and the Pilgrims thanked God for His goodness.

d. Make these words with your letters:

friends	Indians	Squanto	showed
plant	played	children	carried
water	women	hillsides	plenty
Pilgrims	thankful	feast	invite
turkeys	puddings	clams	dressed
blankets	feathers	hair	thanked

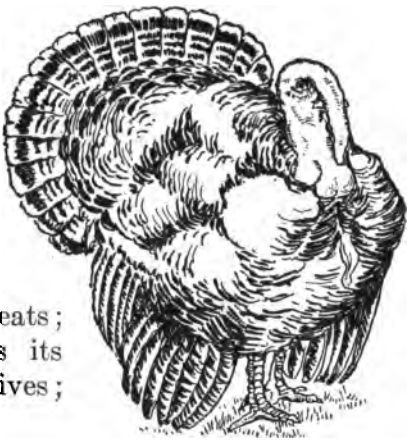
e. Write five sentences using some of these words.

REVIEW

Write on one of the following:

Think before you write.

Be careful of your *writing* and your *spelling.*



a. Describe a turkey:
Its head, bill, neck, tail, legs, feet; what it eats; of what use is its flesh; where it lives; etc.

b. The boys may play they are either John Brewster, Oceanus Hopkins, or Myles Standish.
The girls may play they are either Ruth Endicott, Priscilla, or Mrs. Hopkins.
Write a short story about your life.

c. Describe the Pilgrims' way of living.
Washing on shore, eating in the woods, digging clams, building forts, houses, churches, etc.

d. Ask your teacher to read from "Colonial Children" by Mara L. Pratt.

e. Copy from the board the President's Thanksgiving Proclamation.

f. Copy from the board the Governor's Thanksgiving Proclamation.

g. Read the Proclamations at home.

Learn:

"Father, we thank Thee for the night,
And for the pleasant morning light;
For rest, and food, and loving care,
And all that makes the day so fair."

THANKSGIVING

a. Answer the following questions:

Why are children thankful?

Why are parents thankful?

Why are farmers thankful?

For what would you say the biggest "Thank you"?

Name all the things you are thankful for.

How can you show your gratitude?

What do you do on Thanksgiving Day?

When is Thanksgiving Day?

Why do we close our schools and shops on that day?

Why do some people go to church on that day?

What is the name of our state?

What is the name of our city?

Who is our Governor?

Who is our President?

b. Make as many of the sentences as you can with your letters:

This is the way a little boy said "Thank you."

He gave the cow some fresh hay.
He gave the kitty some warm milk.
He gave Fido a big bone.
He ran to the store for mother.
He got father's slippers.
He went to bed when told to do so.
He worked hard in school.
He let the old horse walk up hill.
He played with his little brother.

This is the way a little girl said "Thank you."

"Thank you, caterpillar, for my ribbons."

"Thank you, woolly sheep, for my warm coat."

"Thank you, old cow, for my shoes."

"Thank you, carpenter, for my house."

"Thank you, baker, for my bread."

"Thank you, blacksmith, for shoeing old Dobbin."

HOW TO BE THANKFUL

a. Answer the following questions:

For what may a bird be thankful?
For what may a squirrel be thankful?
For what may a baby be thankful?
For what may a grandmother be thankful?
For what may a grandfather be thankful?

For what may a friend be thankful?
For what may a teacher be thankful?
For what may a canary be thankful?
Why were the Pilgrims thankful?
Why was Hiawatha thankful?
Why was Columbus thankful?
When are sailors thankful?
When are farmers thankful?
When are firemen thankful?
When are painters thankful?

b. Copy:

Thank you, for the seeds I found.
Thank you, for the water I drink.
Thank you, for not touching my babies.

c. Copy:

Thank you, for playing ball with me.
Thank you, for kissing me when I fell.
Thank you, for giving me milk.
Thank you, for rocking me to sleep.

d. Copy:

Thank you, for the rain.
Thank you, for the sun.
Thank you, for making my vegetables grow.
Thank you, for my barn and house.

e. Who said "Thank you"?

Learn:

"Help us to do the things we should,
To be to others kind and good:
In all we do and all we say
To grow more loving every day."

A COPYING LESSON

a. Here are ten good books for children.
Copy the list. Be careful to notice the capital letters.
Ask for these books at the Library.

A Borrowed Sister	Eliza O. White.
A Little Girl of Long Ago	Eliza O. White.
An Only Child	Eliza O. White.
Animal Story Book	Andrew Lang.
Araminta and Arabella Stories	G. Smith.
At the Open Door	Louise Robinson.
Aunt Madge's Story	Sophie May.
Big People and Little People of Other Lands	Edward R. Shaw.
Black Beauty	Anna Sewell.
Boy Blue and his Friends	Mary F. Blaisdell.

b. Copy the following. Notice the period after Mr. and Mrs. and Dr.

Mr. Brown is ill.
Mrs. Green has gone away.
Mr. and Mrs. Loud are at home.

My father is Mr. ——.
My mother is Mrs. ——.
Dr. Small is coming to see me.
Our doctor is Dr. ——.
Miss Carr met Mrs. Thomas in the store.

c. From your books find one word for each letter in the alphabet. For example:

a	apple
b	brother
c	candy
d	daughter

You may omit the letters x and z.

GAMES

a. Complete these sentences:

Long, long ago
Once upon a time
There once lived
Do you know
I am only a little
At the end of
Give me a
Do not go to
I love the
In the days when
Often I have heard
On the top of

b. Sometimes we shorten words when we talk, or write. Copy these words, and be careful to use the little mark that shows that "o" is omitted:

do not	don't
can not	can't
does not	doesn't
was not	wasn't
is not	isn't
have not	haven't
would not	wouldn't
could not	couldn't
should not	shouldn't

c. With your letters make the first verse of "A Winter Lullaby."

d. Choose one word from the list marked * that you can use with a word from the list **.

*	**
pound	cloth
quart	sugar
yard	paper
inch	oysters
dollar	molasses
piece	flour
pint	ribbon
bag	medicine
bottle	bill
wooden	milk
glass	bed

PATTY'S THANKSGIVING DAY

a. Read the story.
b. Fill in the blanks.
c. Tell your story. (It will be different from your neighbor's.)

Thanksgiving Day had come at last. Little —— ran out to the —— where the animals were snug and warm. "I am going to tell them all that this is ——," she said. Do you know how she said "Thank you"?

She gave old Dobbin, the ——, a very large —— of ——. She gave the woolly —— some salt which he —— very much. To the —— she gave a quart measure of —— and what a noise they did make!

Fido, the ——, had an extra large —— and Molly, the cow, had a handful of ——. Then the pigs had to have their backs —— with a big stick, and Kitty had a —— of warm —— near the kitchen ——.

She carried two fresh eggs into the house for mother's —— and she found father's —— and put them on his feet.

She played with —— and built him a house of ——, which he knocked down as soon as it was ——, and they both —— at the fun.

When bedtime came little —— was tired, but —— she did not forget to thank —— for all the

good things He had —— her. This is what she said:

"Father, we thank Thee for the ——
And for the pleasant morning ——
For rest and food and loving ——
And all that makes the day so ——."

A COPYING LESSON

Copy the list of Autumn poems.
Be careful to notice the *capital letters*.
Ask for these poems at the Library:

The Arrow and the Song	Henry W. Longfellow.
Corn Fields	Mary Howitt.
The Corn Song	John G. Whittier.
Don't Give Up	Phœbe Cary.
Down to Sleep	Helen H. Jackson.
The First Snowfall	James R. Lowell.
The Flight of the Birds	Edmund Clarence Stedman.
Going A-Nutting	Edmund Clarence Stedman.
Hiawatha	Henry W. Longfellow.
If I Can Stop One Heart	Emily Dickinson.
Indian Summer	John G. Whittier.
Landing of the Pilgrim Fathers	Felicia Hemans.
Little Orphant Annie	James Whitcomb Riley.
The Lord is My Shepherd	The Bible.

Mine Host of the "Golden Apple"	Thomas Westwood.
No	Thomas Hood.
A Norse Lullaby	Eugene Field.
November	Alice Cary.
Now the Day is Over	S. Baring-Gould.
October's Bright Blue Weather	Helen Hunt Jackson.
Raggedy Man	James Whitcomb Riley.
The Sandpiper	Celia Thaxter.
September	Helen Hunt Jackson.
Sweet and Low	Alfred Tennyson.
Thanksgiving Day	Lydia Maria Child.
Windy Nights	Robert Louis Stevenson.

THE ANGELUS

a. Study the picture.
b. Write the story from these words.
c. The words are arranged in sentences with certain words omitted; for example, the first sentence reads:

This is a beautiful picture.

beautiful		picture	
called		"The Angelus"	
man	woman	field	
they	working	all	day
they	digging	potatoes	



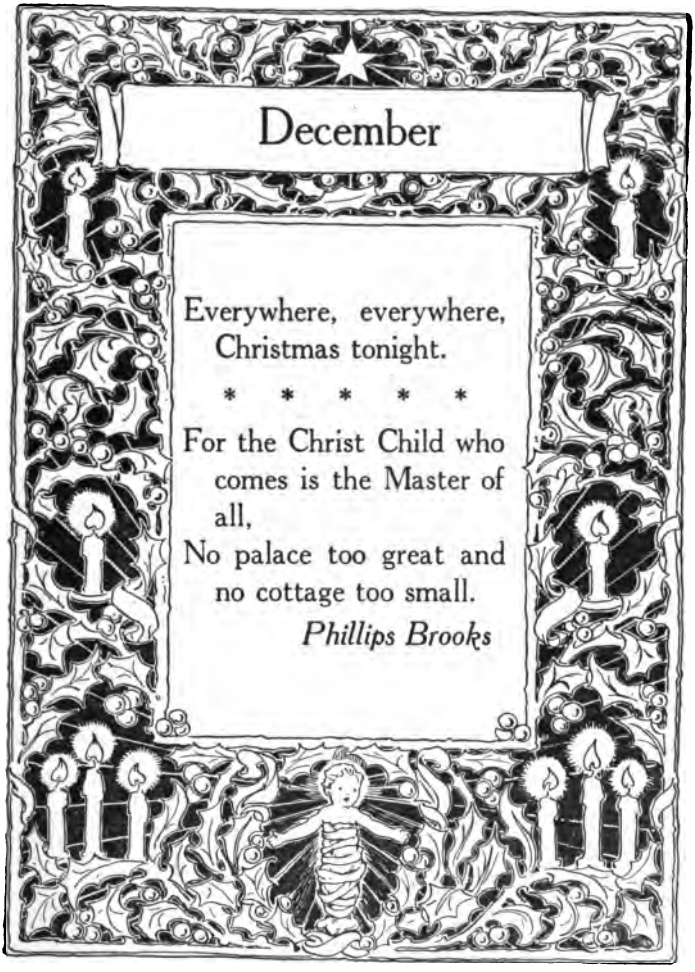
THE ANGELUS.

near	listen	sweet
hour	wheelbarrow	church
Far	sunset	bell
tower	village	rings
sunset	all	people
calls	work	prayer
stop	bows	goodness
Every one	God	bell
thank		

Make with your letters:

"Our Father, which art in Heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is in heaven; give us this day our daily bread, and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil, for Thine is the kingdom, the power, and the glory, forever,

Amen."


December
Everywhere, everywhere,
Christmas tonight.
* * * * *
For the Christ Child who
comes is the Master of
all,
No palace too great and
no cottage too small.
Phillips Brooks

WHILE SHEPHERDS WATCHED

While shepherds watched their flocks by night,
All seated on the ground,
The angel of the Lord came down,
And glory shone around.

"Fear not," said he, for mighty dread
Had seized their troubled mind;
"Glad tidings of great joy I bring
To you and all mankind.

"To you in David's town this day
Is born of David's line
The Saviour, Who is Christ, the Lord;
And this shall be the sign:

"The heavenly Babe you there shall find
To human view displayed,
All meanly wrapped in swathing bands,
And in a manger laid."

Thus spake the seraph; and forthwith
Appeared a shining throng
Of angels praising God, who thus
Addressed their joyful song:

"All glory be to God on high,
And to the earth be peace;

Good-will henceforth from heaven to men
Begin and never cease."

NAHUM TATE.

a. Study the poem.
b. Copy three verses of the poem.
c. Make the hard words with your letters.
d. Tell the story of the poem.

NOTE: The teacher should use discretion in the choice of material as given in this book for the month of December.

CHRISTMAS IN NORWAY

a. Read the story.
b. Tell the story.
c. Tell anything you know about Christmas in other lands.

It was cold in the far-off land of Norway.
The ground was white with snow.
It was Christmas morning.
"Oh, Lena, come here," said Peter.
"The birds have come to see us."
Little Lena ran to the window.
There were all the singing birds.
Lena was so happy she jumped for joy.
"They have found our sheaf, Peter," she said.
"The birds know that it is Christmas."
Sure enough, the birds did know.
They flew up to the window trying to say, "Thank you."



"Merry Christmas, dear little birds," said the children.

a. Draw a picture of a Christmas tree.
b. Copy the story.

I am a Christmas tree.
I am covered with candles.
My branches are green.
The children are dancing around me.
The children are singing, "A wonderful tree, a wonderful tree!"
My branches hold many gifts.
Once I grew in the forest.
There were many other trees about me.
Sometimes I miss the little birds and the trees.
But I am glad to make the children happy.

A WONDERFUL TREE

a. Read the poem and make it with your letters:

There's a wonderful tree, a wonderful tree,
The happy children rejoice to see,
Spreading its branches year by year,
It comes from the forest to flourish here.
O this wonderful tree,
With its branches wide,
Is always blooming
At Christmas tide.

'Tis not alone in the summer's sheen
Its boughs are broad and its leaves are green,
It blooms for us when the wild winds blow,
And earth is white with the feathery snow.
And this wonderful tree,
With its branches wide,
Bears many a gift
For Christmas tide.

For a voice is telling its boughs among,
Of the shepherds' watch and the angels' song.
Of a Holy Babe in the manger low,
The beautiful story of long ago;
When a radiant star
Threw its beams so wide,
To herald the blessed
First Christmas tide.

b. Ask your teacher to tell you the story of "The Discontented Pine Tree."
Listen so well that you can tell the story to the class to-morrow.



MR. AND MRS. SANTA CLAUS

a. Read the story about Santa Claus.
b. Tell something you know about Santa.
c. If you have a book at home with the poem "The Night before Christmas," bring the book to school and read the poem to the class.
d. Draw a picture of a fireplace with the stockings hanging in front.
e. Draw a picture of Santa Claus with a pack on his back.

Santa Claus will come to-night.
He is a jolly old soul.
He is short and stout.

He is dressed all in fur.
His clothes are covered with ashes and soot.
Oh, what is that on his back?
What is in it?
Santa Claus looks like a peddler.
His cheeks are like roses.
His nose is like a cherry.
His beard is as white as the snow.
Up on the roof top he goes.
Be careful, Santa, don't break all those dolls' heads!
Sh! Santa will see you peeping.

f. Describe Mrs. Santa Claus.

What does she do to help Santa?
Where does she live?
How does she dress?
What is she doing when Santa is busy at Christmas time?
Should you like to live with Mrs. Santa Claus in the cold northland?
How could you help her?
When Santa gets home again, where will he find his wife?
What will she do to make Santa glad he is at home once more?
Tell anything else you know, or like to think, about Mrs. Santa Claus.

SANTA'S REINDEER

a. Read the story of the reindeer.
b. Tell the story.
c. Draw a picture of a reindeer.

The reindeer lives in the northland.
The reindeer has horns.
Santa Claus has eight reindeer.
A reindeer can travel many miles in a day.
People in the northland have many reindeer.
They eat its flesh.
The reindeer gives milk.
Its skin is used for tents.
Its fat is good for oil.
From the milk, cheese and butter are made.
The reindeer has hoofs.
They are split.
Sometimes the reindeer finds little to eat.
It paws away the snow and tries to find moss for its food.

d. Make a list of presents you would like to give to the following people:
Father, mother, baby, brother, sister, grandfather, grandmother, auntie, uncle, your teacher, a friend, a poor child.
e. Play you are in bed and wake up and see Santa Claus in the room. Tell what he says to you and what you say to him.

f. Have a Christmas party. Tell me whom you invited and what you did.

g. A little boy and girl went home with Santa in his sleigh one Christmas night. Tell about their visit in Santa's home.

h. How does Santa get about when there is no snow on the ground?

THE SHEPHERDS

a. Ask your teacher to read to you the poem, "While Shepherds Watched," by Margaret Deland.

b. Read the following to yourself and be ready to read aloud:

"And there were in the same country, shepherds abiding in the field, keeping watch over their flocks by night.

"And, lo, the angel of the Lord came upon them, and the glory of the Lord shone round about them, and they were sore afraid.

"And the angel said unto them, 'Fear not: for behold, I bring you good tidings of great joy, which shall be to all people.

" 'For unto you is born this day in the city of David a Saviour which is Christ the Lord. And this shall be a sign unto you; ye shall find the Babe wrapped in swaddling clothes, lying in a manger.'

"And suddenly there was with the angel a



THE SHEPHERDS. *Lerolle.*

multitude of the heavenly host praising God and saying, 'Glory to God in the highest, and on earth peace, goodwill to men.'"

THE BIBLE.

c. Copy the words of the angel:

"Glory to God in the highest, and on earth peace, goodwill to men."

THE CHRISTMAS SHEPHERDS

a. Read and tell:

Long ago, in a far-away country, some shepherds were watching their flocks by night.

An angel came to them.

They saw a great shining light.

They were afraid.

The angel spoke to them.

He said, "Fear not."

"I bring you good tidings."

"Go down to the little town of Bethlehem."

"There you will find the Baby."

Then the sky was filled with angels.

They were singing joyously.

The shepherds went to the town.

They found the dear Christmas Baby.

This is why we have a Christmas.

b. Make these words with your letters:

sheep	shepherds	pastures	asleep	
smoke	fires	lamb	hushed	stars
angels	birthday	flash	light	skies
dazzled	flock	peace	goodwill	born
earth	town	gladness	glory	happy

c. Ask your teacher to read "O Little Town of Bethlehem," by Phillips Brooks.

d. Ask your teacher to read the story, "Kaolu, the Shepherd Boy," by Jane Andrews.
Tell what you can remember of the story.

e. Use the words in the list above in other sentences.

MORE ABOUT THE SHEPHERDS

a. Complete these sentences:

The shepherd takes care of his —
He carries a —
He knows if one sheep is —
Sheep feed on green —
They sometimes get —
The dogs help find the —
Wolves are the sheep's —
The wolves are afraid of a —
The shepherd builds a bright fire at —
Then the wolves do not come —
Young sheep are called —

b. Close your book and write from memory the story of the Shepherds of Bethlehem. Begin your story:

This is a story of long ago.

c. Copy and learn:

"The Lord is my shepherd I shall not want. He maketh me to lie down in green pastures; He leadeth me beside the still waters; He restoreth my soul; He leadeth me in the paths of righteousness for His name's sake.

"Yea, though I walk through the valley of the shadow of death I will fear no evil; for Thou art with me; Thy rod and Thy staff they comfort me.

"Thou preparest a table before me in the presence of mine enemies; Thou anointest my head with oil; my cup runneth over.

"Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the house of the Lord forever."

The Twenty-third Psalm,
THE BIBLE.

THE WISE MEN

a. Ask your teacher to read to you "Christ Tales," by Andrea Hofer.

b. Read the following to yourself and be ready to read aloud:

"When Jesus was born in Bethlehem of Judea, in the days of Herod the King, behold, there



THE WORSHIP OF THE MAGI. *Burne-Jones.*

came wise men from the east to Jerusalem, saying, 'Where is He that is born King of the Jews, for we have seen His star in the east and are come to worship Him?'

"When Herod the King had heard these things, he was troubled, and all Jerusalem with him, and when he had gathered all the chief priests and scribes of the people together, he demanded of them where Christ should be born.

"And they said unto him, 'In Bethlehem of Judea, for thus it is written by the prophet.'

"Then Herod when he had privily called the wise men enquired of them diligently what time the star appeared and said, 'Go and search diligently for the young child and when ye have found Him bring me word again, that I may come and worship Him also.'

"And when they heard the King they departed, and lo, the star which they had seen in the east went before them, till it came and stood over where the young child was.

"When they saw the star they rejoiced with exceeding great joy. And when they had opened their treasures they presented unto Him gifts: gold, frankincense, and myrrh.

"And being warned of God that they should not return unto Herod, they departed into their own country another way." THE BIBLE.

THE WISE MEN

a. Read and tell:

This story is about three kings.
These kings lived in the far east.
They used to study the stars.
They learned many things from the stars.
One night a wonderful new star appeared.
"It is the star," they said, "the star we have been waiting for!"
Then they went to find their camels.
They mounted their camels.
They rode away.
Each night they saw the star.
It seemed to go before them.
It seemed to say, "Follow me."
They followed it.
Do you know where it led the wise men?
The star stopped over Bethlehem.
It stood still over the cave.
The wise men got off their camels.
They went into the cave.
The shepherds were there, too.
The wise men saw the Christmas Baby.
They fell down on their knees.
They gave Him gifts.
They worshiped Him.
The wondering cattle were in the cave.
They saw the wise men.

They saw the shepherds.
They did not know what it meant.

b. Copy these words from the Bible: "For unto you is born this day, in the city of David, a Saviour who is Christ the Lord."

c. Learn "A Birthday Gift," by Christina Rossetti, in "The Posy Ring."

SOMETHING TO DO

a. Make with your letters these lines:

"O morning stars together
Proclaim the holy birth,
And praises sing to God the King,
And peace to men on earth."

b. Use these words in sentences:

Herod	wise men	Jerusalem	star	myrrh
worship	appeared	departed	stood	
rejoiced	joy	treasures	gifts	gold
frankincense		warned	east	dream

c. Tell what the following said on that first glad Christmas day:

The birds.
The fir trees.
The shepherds.
The wise men.
The sheep.

The cattle.
The stars.
The bells.
The angels.

d. Ask your teacher to tell you the story of "Saint Christopher."
Tell the story to the class.
e. Tell the story of "Piccola."
f. Tell the "Story of the First Christmas Tree," by Eugene Field.
g. Tell "The Christmas Tree," by Kate Douglas Wiggin.

A CHRISTMAS HYMN

a. Ask your teacher to tell you the story of "Tiny Tim," by Charles Dickens.
b. Make with your letters Tiny Tim's Christmas blessing:
"God bless us every one."
c. Read the following poem. Learn the verse you like best.

Once in royal David's city
Stood a lowly cattle shed,
Where a mother laid her baby,
In a manger for His bed;
Mary was that mother mild,
Jesus Christ her little child.

He came down to earth from heaven,
Who is God and Lord of all,

And His shelter was a stable,
  And His cradle was a stall;
With the poor, and mean, and lowly,
Lived on earth our Saviour holy.

And through all His wondrous childhood,
  He would honor and obey,
Love, and watch the lowly maiden
  In whose gentle arms He lay;
Christian children all must be
Mild, obedient, good as He.

For He is our childhood's pattern;
  Day by day like us He grew;
He was little, weak, and helpless,
  Tears and smiles like us He knew;
And He feeleth for our sadness,
And He shareth in our gladness.

MRS. C. F. ALEXANDER.

POEMS AND PICTURES

a. Copy this list of beautiful Christmas pictures:

Arrival of the Shepherds	Lerolle.
The Sistine Madonna	Raphael.
Rest in Flight	Knaus.
Worship of the Magi	Burne-Jones.
The Announcement	Plockhorst.
Saint Christopher	Titian.
Christ and the Doctors	Hofmann.



Raphael.

THE SISTINE MADONNA.

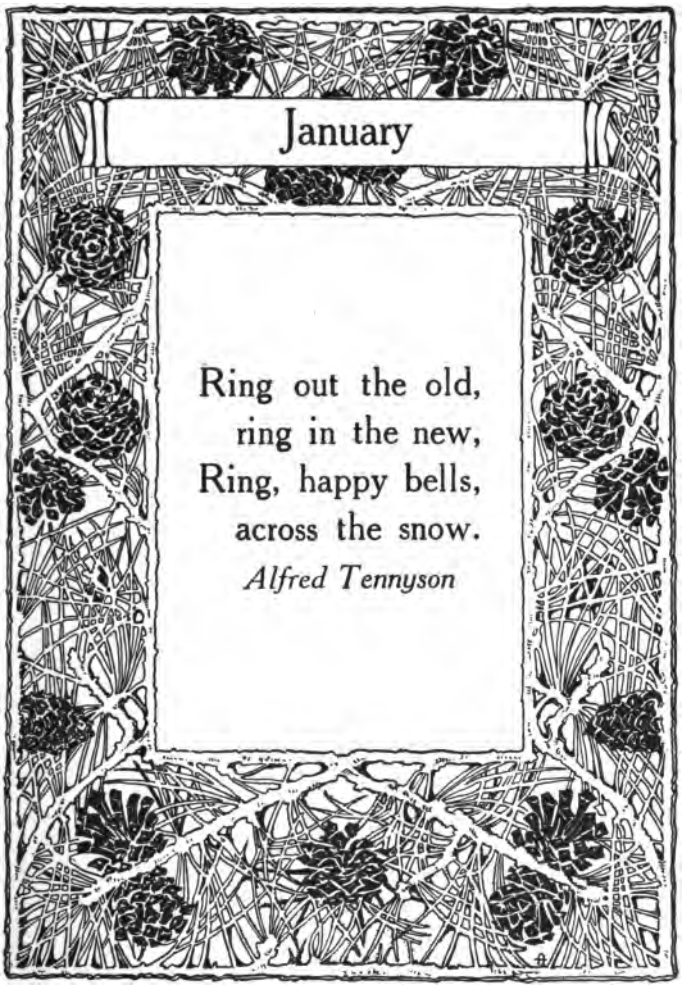
b. Copy this list of beautiful Christmas poems:

As Joseph was A-Wauken	Old English Carol.
Christmas Carol	J. G. Holland.
Christmas Carol	Jas. Russell Lowell.
God Rest Ye, Merry Gentlemen	Dinah M. Mulock.
Hymn for Christmas	Felicia D. Hemans.
O Little Town of Bethlehem	Phillips Brooks.
There's a Song in the Air	J. G. Holland.
While Shepherds Watched	Margaret Deland.
While Shepherds Watched	Nahum Tate.
It Came upon the Midnight Clear	E. H. Sears.

c. Learn:

"Great Shepherd of the sheep,
Who all Thy flock doth keep,
Leading by waters calm;
Do Thou my footsteps guide.
To follow by Thy side;
Make me Thy little lamb.

"And when the road is long,
Thy tender arm, and strong,
The weary one will bear;
And Thou wilt wash me clean,
And lead to pastures green,
Where all the flowers are fair."


January
Ring out the old,
ring in the new,
Ring, happy bells,
across the snow.
Alfred Tennyson

TO-DAY

So here hath been dawning
  Another blue day,
Think, wilt thou let it
  Slip useless away?

Out of eternity
  This new day was born,
Into eternity
  At night will return.

Behold it aforetime
  No eye ever did,
So soon it forever
  From all eyes is hid.

Here hath been dawning
  Another blue day,
Think, wilt thou let it
  Slip useless away?

THOMAS CARLYLE.

a. Study the poem.
b. Copy the poem.
c. Make the hard words with your letters.
d. Why is this a good poem for the new year?

THE NEW YEAR

a. Tell how you spent your holidays.
b. What is the name of the New Year?
What will it bring to us all?
Name the months beginning with this month.

Ask your teacher to tell you about the god Janus, after whom the month was named.

c. Make with your letters:

"January brings the snow,
Makes the cheeks and fingers glow."

d. Tell what gift each month offers to us.

e. Each New Year should mean a better year for us all. Write three things you are *not* going to do this year.

f. Three things you *can* do to make the world better.

g. Tell me who said the following:

Come, baby, I will play ball with you.
May I help you across the street?
Thank you for your book.
Here is a fat worm for you, my baby.
Cluck! Cluck! Do not run away from the barn.
Excuse me, I am very sorry.
I will give you some of my warm wool.
Step softly, mother is not well.
Cheer up! I am as happy as I can be.
Let me pick it up for you.
What did you say, father?
Please pass the cake, John.
I did not mean to forget.
I will try not to do that again.

"A friend in need
Is a friend indeed."

SKATING

a. Write a little story about skating.
Tell about your journey to the pond.
How you put on your skates.
How you learned to skate.
What you liked to do.
What games you could play on skates.
The danger of thin ice and holes.
How you would help a friend in case of accident.

b. Ask your teacher to tell you the story of "Hans Brinker, or the Silver Skates," by Mary Mapes Dodge.



COASTING

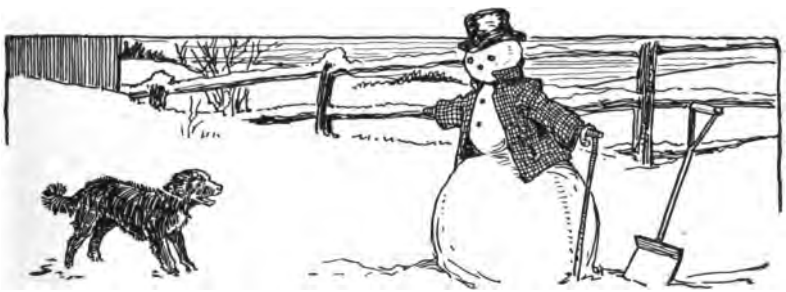
c. Write a little story about coasting.
Tell where you went.
Who were there?
What kinds of sleds did you see?
What kind of hill did you like best? Why?
Tell of the difference of the coast down and the walk back.
Why do you like to coast?

How can you show courtesy, or politeness, in coasting?

Danger of street crossings.

d. Ask your teacher to tell of the coasting in Norway and Switzerland, where the coast is often a mile long. How do the people go back up the hill?

e. What was the kindest thing you ever saw any one do with his sled?



THE SNOW MAN

a. Tell a little story about a Snow Man.

Describe the snow storm.

What part of the Snow Man did you make first?

How did you put him together?

Tell about dressing him.

Tell about snowballing him.

What happened to the Snow Man when the sun came out?

b. Make with your letters:

"The Snow Man stands out on the lawn,
And his two coal black eyes

Have in them such a funny look
Of wonder and surprise;
The old black hat upon his head
Makes him look quite young and gay,
But when the sunshine comes again
I fear he'll melt away."

A SLEIGHING PARTY

a. Fill in the blanks:

Our teacher invited us all to go on a — —.
We had a big sleigh with straw in the —.
There were four strong — to draw the —.
My mother made me wear — coats and —.
We had big fur — over us.
The horses had — on their —.
The — was shining bright.
So were the —.
We drove eight —.
Ellen's mother had — us to her house.
When we reached the house we were — and all of us were glad to stand by the —.
We had hot — and —.
On the way home we sang all the — we —.
Some of the boys sat with the —.
The — were glad to go —.
The — rang — as we rode along.
Our mother was — for us.

A SNOW FORT

a. Use some of these words to help tell the story of building a snow fort.

shovel	wet	walls	thick	melt
water	freeze	hundreds	snowballs	throw
other	fort	jump	hide	played
used	planted	flag	father	won
six				

THE ANIMALS OF THE COLD COUNTRIES

Copy:

a. The bear.

The polar bear prowls about on the ice.
He is not afraid of the coldest weather.
His hair is white. Do you know why?
He can sleep on the ice.
He can walk up slippery icebergs.
He can go where men can not go.
A coarse stiff hair is on his feet.
This helps him from falling.
He robs the birds of their eggs.
He dashes after seals.
He can swim and dive.
He runs swiftly.
He is very savage.
He will attack even a reindeer.

b. Tell about the polar bear you saw at the circus.

OTHER ANIMALS OF THE COLD COUNTRIES

Copy:

a. The seal.

The seal lives in the northland.
It swims and dives.
It uses its tail to swim.



It has two flippers.
It eats fish.
Its teeth are sharp for gnawing.
A seal can not breathe under water.
It keeps small air holes in the ice.
While in the water, it drops an eyelid over each eye.
This protects the eye from the cold.
Sometimes seals lie on the rocks.

The polar bear and the Eskimo are the seal's enemies.

When danger comes, they dive.

When young, they are covered with white wool.

b. The whale.

The whale lives in the water.

It is not a fish.

Fishes can breathe under water, a whale can not.

A whale is a huge animal.

His head is very large.

The Eskimos eat the flesh and drink the oil.

They also eat the fat or blubber of the whale.

They kill him with a long spear.

When a whale breathes, he throws a great stream of water into the air.

This is called "spouting."

Catching whales is very dangerous.

c. The walrus.

The walrus lives in the northland.

It has two long tusks.

When attacked, it fights fiercely.

With its tusks it gives terrible blows.

It has small eyes.

d. Tell about any other animals of the cold countries.



THE ESKIMOS

a. Let us talk about the Eskimos.
b. Then we can write about them.
Follow this order:

Describe the northland.
Icebergs.
Lack of vegetation.
The frozen rivers.
The sun.
The Northern Lights.

The Eskimo's house.
Of what built?
The door.
How the Eskimo enters.
What his house is called.
His bed, tables, and chairs.

How he cooks, and how he heats the house.
What happens when the roof melts?

His tools.
His sledges.
His snow shoes.
His dogs.
His clothes.
His food.
How his children are cared for.

His summer home.
Of what made?
Of what is the framework?
How covered?
What makes the children happy in summer?
How does the sun make the snow look?

REVIEW

a. Talk about and write about:

Eskimo Hunting.
Fishing.
Traveling.
Trading.
Catching Seals.
Whaling.
First Lessons in Driving the Dogs.

b. Make sentences containing these words:

igloo	hurl	rocky	polar bear
drips	moccasins	Northern Lights	knees
hitches	greases	passage	jacket
village	spear	canoe	Eskimos
snow	whale-oil	arrow	seaweed
air-holes	jumper	cliffs	

c. Ask your teacher to read to you from "The Frozen North," by Lieutenant Schwatka.

d. Ask your teacher to tell you about Peary and the "Snow Baby," Captain Scott, and other travelers to the far north.

e. Make with your letters:

"Up, up, let us a voyage take,
Why sit we here at ease?
Find us a vessel staunch and strong
Bound for the northern seas."

FROST AND ICE

a. Play you are going on a journey to the northland.
Preparation for the journey.
The starting place.
Life on ship and shore.
Tell how the Eskimos looked.
What you gave them.
Their language.
Your visit to an igloo.

b. Write the story.

A Lesson on Ice

c. Answer the questions:

What is ice?
What happens to ice if we hold it?
What is ice that hangs from houses called?
Is ice heavier or lighter than water?
Will it float?
Why does ice stay at the top of the pond?
What does ice do when it freezes?
If you put water in a bottle, and the water freezes, what happens to the bottle?
Of what use is ice?
Tell about ponds, the iceman, ice-houses, cold storage.
Tell about ice-boats, sleds, and beds.

A Lesson on Frost

d. Answer the questions:

Who is Jack Frost?
Where does he come from?
When does he come?
How long does he stay?
Where does he go in summer?
Did you ever see him? Feel him?
How do you know he is here?
When does he peep in at your window?

Why doesn't he go into the house?
What does he do to the windows?
Does he play any tricks?
Does he make any noise?
Does he do any work?
Who built the brook's roof?
Who makes the ice?
Jack Frost is a carpenter and an artist.

OTHER PEOPLE OF THE NORTH

The Lapps

a. Where do the Lapps live?
What is their country called?
In what do the Lapps live?
What do their huts look like?
Of what is the framework made?
Why is there a hole at the top?
What work do they do?
How do they dress?
What do they use in place of dogs?

b. Ask your teacher to tell you the story, "Why the Bear's Tail is Short," by Florence Holbrook, in "Nature Myths."

c. Make all the words in your books that remind you of January.

d. Bring to school any poem you can find about *winter*.

QUESTIONS TO ANSWER

a. Answer the following questions:

How could you tell a bear from a reindeer?
How could you tell a bear from a walrus?
How could you tell a bear from a whale?
How could you tell a bear from a seal?
How could you tell a bear from a dog?

What animals in the north can swim?
What animals in the north can dive?
What animals in the north can climb?
What animals in the north can run?
What animals in the north can fly?

Of what use is a walrus?
Of what use is a bear?
Of what use is a whale?
Of what use is a reindeer?
Of what use is a seal?
Of what use are Eskimo dogs?

b. Play you are a snowflake.

Tell me about your cloud home.
Tell me about your journey to earth.
Who came with you?
What did you do when you got here?
Where did the other flakes go?
How long did you stay?

c. Ask your teacher to tell you the story of "General Gage and the Boston Boys."
See if you can tell the story.

SOMETHING TO DO

a. Without any help write a story about the best time you have had this winter.

b. Play you are Jack Frost.
Tell me all the things you did one evening this winter.

c. With your letters make the words that remind you of winter.

grass	frost	boats	rain
melt	umbrella	flowers	warmer
sledge	rubber boots	showers	coat
straw hat	sunbeams	mittens	open cars
fires	runners	thunder	lightning
drifts	drive	frozen	coasting
sailing	ice	slippery	roses
snow	heat		

d. Here is something for you to guess.

They make the sky beautiful at night.
They give light.
They tell the sailors how to steer their boats.
The wise men followed one.
We have them on our flag.

e. Think of something; write five sentences, and see if I can guess what it is.

f. Can you say these lines?

"Twinkle, twinkle, little star,
How I wonder what you are;
Up above the world so high,
Like a diamond in the sky."

GOOD WRITING

a. Copy this list of good stories.
Be careful of the capital letters.
Ask for the books at the library.

A Boy on a Farm	Jacob Abbott.
Boyhood of Famous Americans	Annie Chase.
Cat Stories	H. H. Jackson.
Children of History, Early Times	M. S. Hancock.
Children of History, Later Times	
Children of the Arctic	Robert Peary.
Children of the Palm Lands	Alice Allen.
The Children's Book	Horace Scudder.
The Children's Hour	Eva M. Tappan.
Children's Life of Abraham Lincoln	M. Louise Putnam.
City and Town	Pauline Rafter.
Early Cave Men	Katharine Dopp.

b. A boy once took a book from the library.
He did not treat the book kindly.
Write five sentences telling what the book said to him.

c. I *saw* six turkeys one day.
I *did* it with my knife.
He *saw* you on the corner.
He *did* it with a sharp knife.
I *did* the drawing of the boat.
She *saw* me run by the door.

Never say "I done."
Never say "I seen."

d. Write five sentences telling me of five things you *saw* yesterday.
Five things you *did* yesterday.

ALWAYS TELL THE TRUTH

a. Answer the questions:

Whom do you see in this picture?
Who is the old woman?
Where is she?
How is she dressed?
How does she look at the little boy?
Why does she look that way?
What is she saying to her little grandson?
Where is the boy standing?
How does he look?



ALWAYS TELL THE TRUTH.

What did he do to make him look ashamed?

What makes him feel ashamed now?

When his grandmother finishes talking, what will the little boy do?

What will he say?

b. Ask ten questions about the picture.

When you ask a question, always put a question mark at the end of the sentence.

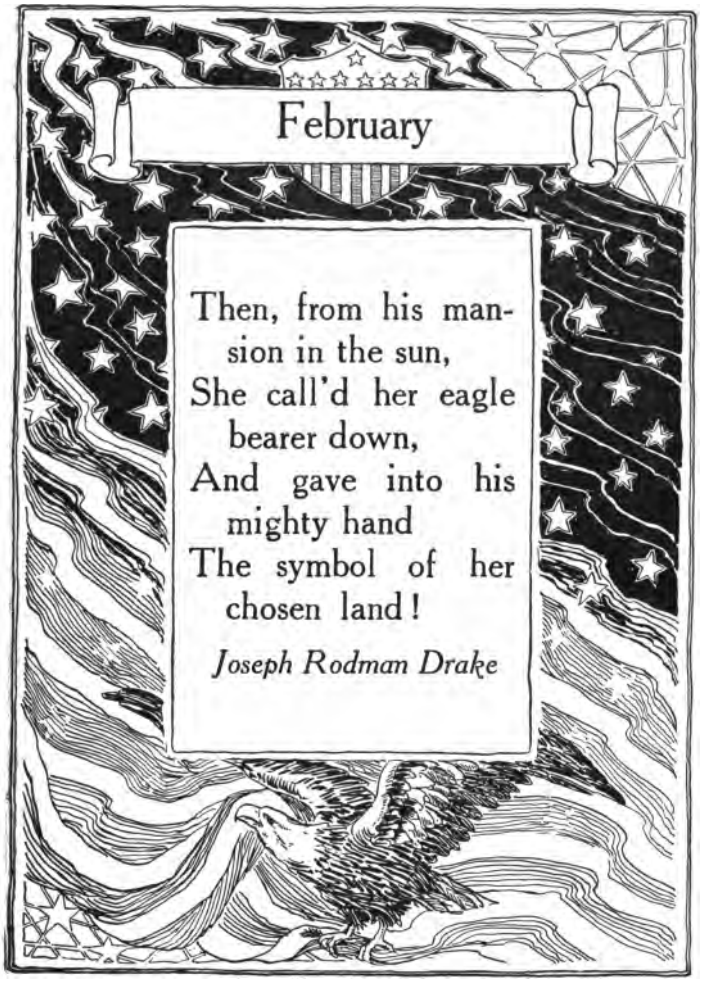
c. Two boys threw snowballs at a little girl in the Kindergarten. When the teacher asked about it, the first boy replied, "I threw snowballs at the little girl, and I am sorry."

The other boy replied, "I only threw one snow ball, and he told me to."

Tell me what you know about the two boys from the answers they gave.

d. Copy:

"Dare to be true;
Nothing can need a lie."


February
Then, from his mansion in the sun,
She call'd her eagle bearer down,
And gave into his mighty hand
The symbol of her chosen land!
Joseph Rodman Drake

THE CIVIC CREED

"God hath made of one blood all nations of men; and we are His children, brothers and sisters all. We are citizens of these United States, and we believe our flag stands for self-sacrifice for the good of all the people.

"We want, therefore, to be true citizens of our great country, and will show our love for her by our works.

"Our country does not ask us to die for her welfare, she asks us to live for her, and so to live, and so to act, that her government may be pure, her officers honest, and every corner of her territory shall be a place fit to grow the best men and women who shall rule over her."

MARY MCDOWELL

a. Copy and learn the Civic Creed.

THE SALUTE TO THE FLAG

"I pledge allegiance to the American flag and to the Republic for which it stands; one nation, indivisible, with liberty and justice for all!"

a. Copy and learn the Salute to the Flag.
b. Answer the following questions:

What is the name of the new month?
Why so named?

How many days in the month?
What do you mean by "Leap Year"?
Are the days growing longer or shorter?
Can you spell the name of the new month?

c. Ask your teacher to pronounce the name.

d. *Read* the words of our national hymn.
e. *Learn* the words.
f. Learn the *music.*

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
  Of thee I sing;
Land where my fathers died;
Land of the Pilgrims' pride;
From every mountain side
  Let freedom ring.

My native country thee,
Land of the noble free,
  Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
  Like that above.

Let music swell the breeze,
And ring from all the trees

Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light,
Protect us by Thy might,
Great God, our King.

SAMUEL F. SMITH.

HEROES

February is called the "Month of Heroes." Many great men and women were born in February. We like to remember their birthdays.

a. Copy the list:

February 7	Charles Dickens.
February 11	Thomas Edison.
February 12	Abraham Lincoln.
February 14	Saint Valentine.
February 22	George Washington.
February 22	James Russell Lowell.
February 27	Henry W. Longfellow.

If your birthday is in February, you may add it to the list. Perhaps you will be a great man or woman. At any rate, you can be a good boy or girl.

b. Write the answers to these questions:

What makes a hero?

Can boys and girls be heroes?

Does one have to be grown up to do noble deeds?

Write about one of your friends who has done something that makes him a hero.

c. Tell the story of
Elizabeth Zane.
Andy Moore.
Peter and the Dike.
Any other stories you have read about boy or girl heroes.

d. Make with your letters:

"Every day is a fresh beginning;
Every morn is a world made new."

"If at first you don't succeed,
Try, try, again."

LOHENGRIN, THE SWAN KNIGHT

a. Ask your teacher to tell you the meaning of the following, unless you can tell her.

knights	message	won	rim
escape	guarded	temple	helmet
altar	helpless	armor	tournament
maiden	skiff	courtyard	decreed
brink	rejoicing	whence	cell
consented	farewell	prison	flown
duke	thrust	cause	defend

b. Read the story.

In Cleves on the river Rhine, there once lived a great and powerful duke. He had a lovely daughter named Elsa. Knowing that he was about to die, the duke sent for his cousin Frederick in whose care he planned to leave Elsa after his death.

Now Frederick wished to marry Elsa, for he desired her money, but Elsa refused to listen to him. She did not love him. In his anger, Frederick thrust her into a dark, damp prison.

From her narrow cell window, Elsa could see only a ray of sunshine. She could hear the lapping of the river against the prison wall. In her sorrow she tried to think of some way to escape. At last she sent messages to the King.

He listened to her sad story and promised to help her. The King said that some Knight must be found who would fight Frederick for Elsa's sake. If the Knight won, Elsa should be free; if Frederick won, Elsa must marry him.

In her lonely cell, Elsa prayed aloud for help. Suddenly she remembered a dream she once had. In her dream she seemed to be in the midst of a dense forest. A tiny bird had flown down at her feet wearing about his neck a silver bell. To her he had said, "Untie the bell from my neck and if you are ever in trouble ring it, and help will surely come."

The silver bell now hung from her belt. She untied it and rang it gently. The tones floated out the tiny window, down the river, and into the heart of the forest.

In the forest was a temple, and on the altar was a cup called the "Holy Grail." This cup was said to contain a few drops of the blood of Jesus. It was guarded night and day by King Parsifal and his knights.

Through the temple came the sweet notes of the bell, and round the rim of the "Holy Grail" in letters of fire were these words:

"Send Lohengrin out into the world; he must defend a helpless maiden."

Lohengrin at once made ready to go. Over his shining silver armor he wore a beautiful blue cape; and on his head was a silver helmet with two swan's wings. Quickly he went to the river's brink, stepped into his skiff which was drawn by a beautiful white swan, and floated down the stream to the prison walls. In a voice of surpassing sweetness, he called out, "Fear not, Elsa, I, the Swan Knight, have come to defend you even with my life."

In the courtyard all the people were awaiting the tournament. Frederick stood proudly by, sword in hand, while Elsa stood sadly awaiting her Knight. The heralds had called for the third and last time, "Who has come to defend the cause of Elsa?"

Far off, down the river, the swan song was heard. Elsa saw that her knight was coming. As he stepped lightly ashore, he called to the people, "I, the Swan Knight, have come to defend Elsa even with my life!"

Eagerly the people watched the two knights, and when the proud and cruel Frederick was beaten, every one rejoiced. As for Elsa she fell in gratitude at her knight's feet, but he, lifting her gently, asked her to be his wife.

They were married with much rejoicing.

The Swan Knight told Elsa that she must never ask his name nor from whence he had come.

For a long time all went well, till one day Elsa forgot her promise. "Tell me, my husband,



your name and from whence you came," she said. The knight looked at Elsa sadly saying, "Oh, Elsa, have you forgotten the promise you made? In this hour I must leave you."

Elsa begged him to stay, but he could not. Putting his arms around her, he said: "I am Lohengrin, the Swan Knight, son of Parsifal. From the Temple I came, to the Temple I must return."

Then stepping into his skiff, he sailed softly away to the sad notes of the swan song. To Elsa the notes seemed to say, "Farewell, my Elsa, sometime, somewhere, we shall meet again."

a. Tell the story in parts.
b. Make the hard words with your letters.
c. Ask your teacher to tell you the stories of other knights and write a short story of one of them.
d. Tell what you know about Arthur and the Knights of the Round Table.

SOMETHING TO LEARN

a. Make with your letters and learn:

"Whatever is worth doing at all, is worth doing well."

"All that I am, all that I hope to be, I owe to my angel mother."

"Do the duty that lies nearest thee."

"If it is not right, do not do it; if it is not true, do not say it."

"Great oaks from little acorns grow."

"Rome was not built in a day."

"There's nothing so kingly as kindness; there's nothing so royal as truth."

"He that hath clean hands and a pure heart shall receive a blessing from the Lord."

"With malice towards none; with charity for all; with firmness in the right as God gives us to see the right."

"Whatsoever thy hand findeth to do, do it with all thy might."

b. Copy this little poem by Robert Browning:

The year's at the spring,
And day's at the morn;
Morning's at seven;
The hill-side's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in His heaven —
All's right with the world.

ABRAHAM LINCOLN

a. Read the story.
b. Tell the story.
c. Make the hard words with your letters.

I

Abraham Lincoln was born in a log cabin. The cabin had neither doors nor windows.



There was a rough table, a few chairs, and a bed of leaves in one corner of the room.

Often in the winter the snow would drift in between the logs.

Bearskins hung at the place where the door should have been and before the holes which served as windows.

II

When Abraham was five years old he went to school.

He had to walk a long distance.

His father did not believe in education, so the son had but one year of schooling.

Often at night Abraham would do his sums on the back of an old wooden shovel.



Saint-Gaudens.

STATUE OF LINCOLN IN LINCOLN PARK, CHICAGO.

For a pencil he would use a bit of charcoal.

His mother taught him to read from the Bible.

He was always eager for knowledge.

III

Once Abraham borrowed a book from a settler.

This man lived five miles from Abraham's home.

The book was "The Life of Washington."

It was so interesting to the boy that he took it to bed with him.

In the night a snowstorm came up.

The snow drifted in and spoiled the book.

Abraham carried it back to the owner.

The man said, "You must pay for it."

"I have no money, sir," said Abraham, "but I will work three days for you."

So Abraham worked and paid for the book.

IV

After a while Lincoln left his log cabin, and became a country storekeeper.

One day an old woman came in and asked for a pound of tea.

Lincoln weighed out what he thought was a pound.

After a while he felt sure he had not given the old woman as much as he should.

When the store was closed he carried the rest of the tea to her house.

"I could never have gone to sleep believing I had cheated a poor old woman," he said.

V

Mr. Lincoln was once riding on horseback with some friends.

They came to a swampy place by the side of the road.

In the black mud, Mr. Lincoln saw a pig trying to free himself.

Mr. Lincoln looked at the poor pig and then at a new suit of clothes he had on.

Getting off his horse he waded into the mud and pulled the pig out.

"You've spoiled your clothes," said his friend.

"Yes," said Mr. Lincoln, "but I've taken a load off my heart."

He was always kind to animals.

It is said that Mr. Lincoln often stopped to put some little bird, which had fallen, back into its nest with the most tender care.

VI

When our country needed a strong and good man to be at its head, Mr. Lincoln was chosen to be the President.

During this time a great war broke out.

The tender-hearted President suffered.

At the close of the war, while at the theater, Mr. Lincoln was shot by a wicked man.

All the nation mourned the loss of the beloved President.

He died April 14, 1865.

He was born February 12, 1809.

Born in a log cabin Abraham Lincoln became the head of the great United States.

He it was who said with the love of a son for a good mother,

"All that I am, all that I hope to be, I owe to my angel mother."

Schools, streets, parks, cities have been named for Abraham Lincoln, but he lives, and will live forever, in the hearts of the people whom he loved and served.

We can not all be President, but we can all strive to do our share to make the world a better place in which to live.

Copy:

"I give my heart and my head to my country."

SOMETHING TO DO

a. Copy this list of Winter poems.
Notice the capital letters.
Ask for the poems at the library.

Afternoon in February	Henry W. Longfellow.
The American Flag	J. R. Drake.
A Child's Thought of God	Elizabeth Browning.
The Flag Goes By!	H. H. Bennett.
New Year's Eve	Alfred Tennyson.
Snow Storm	R. W. Emerson.
There's a Wonderful Weaver	George Cooper.
Winter Rain	Christina Rossetti.
Your Flag and My Flag	W. D. Nesbitt.

NOTE: Remember the list of Christmas poems on page 116.

b. Draw a picture of the American flag and color it with your crayons.
Under the picture print these words:

"And the star-spangled banner
In triumph shall wave
O'er the land of the free,
And the home of the brave!"

c. Answer the following questions:

Which do you like better, winter or summer? Why?

Would you like to live in a land where it is always summer? Why not? Why?

Would you like to live in a land where it is always winter? Why not? Why?

Make a list of all things that like winter better than summer.



SAINT VALENTINE

a. Read the story.
b. Tell the story.
c. Ask some questions about Saint Valentine.

In a country far across the sea, there once lived a good old priest.

Every day he went about doing good.

The sick welcomed him to their bedsides.

The children ran to meet him in the streets.

To the sick, he carried words of comfort.

Now and then he carried some flowers from his tiny garden.

The children often found sugar plums in his big pockets.

After many years the good priest became too old to visit the sick and the poor.

But he sent loving messages to them.

When the good priest died his people said, "He was a saint."

"Let us remember his birthday."

"We will send loving messages to our friends."

"We will call the day 'Saint Valentine's Day.'"

On the valentines there are pictures of the flowers the good saint loved.

There are also pictures of doves.

The dove carries a message of love.

We will never grieve the heart of the good Saint Valentine by sending anything but the sweetest valentines on his birthday.

Saint Valentine's Day is February 14th.

d. Make a little Valentine for your mother. Write a pretty little message inside. Did you ever have a Valentine Box at school? Tell about it.

e. Write the names of ten people to whom you plan to send a valentine.

a. Answer the following questions:

Who is the bearer of our messages?
How does he carry the mail?
What are his duties?
When are his busiest days?
How many days a week does he work?
How many mails do we have daily?
Why does the letter carrier visit the post office?
Why does he seldom leave the mail at the wrong house?
Why should we be careful of a complete address?
Why is a stamp necessary?
What kinds of stamps have you seen?
Are they all the same color?
Do they all cost the same?
When a letter is ready to post, where do you put it?
Where do you find the letter boxes?
Why do people go to the post office?
How are letters collected from the boxes, trains, and country places?

b. Ask your teacher to tell you about the Dead Letter Office, and Rural Delivery; to tell you the difference between the Local Office, the

Main Office, and the Headquarters at Washington.

c. You wrote a letter to your grandmother who lived in Europe. Tell me what happened to the letter after you addressed and stamped it.

d. Your grandmother who lived in Europe answered your letter. Tell me what happened to the letter after your grandmother addressed and stamped it.

GEORGE WASHINGTON

a. Read and tell:

I

George Washington was born February 22, 1732.

He lived on a farm or plantation in Virginia.

The place was called "Mount Vernon."

In front of the house there was the Potomac River.

George loved to watch the boats sail up and down the Potomac.

"I shall be a sailor some day," he said.

He had a little pony of his own named "Hero."

b. Can you tell me about his garden?
Can you tell the story of the hatchet?

II

There are many stories told of Washington.
Here is one you will like.



GEORGE WASHINGTON.

A man once owned a horse no one could ride.

Many men had tried to sit on his back, but the horse always threw them off.

At last the owner said, "If any one can ride the horse for half a mile, and not be thrown off, that man can have the horse."

Many tried but all failed.

At last Washington, who was then a young boy, said, "May I try him, sir?"

He jumped on the horse's back and rode off.

In a short while he returned, still on the horse's back.

"He's yours," said the owner.

"No, sir, he threw me, down beyond the woods," replied Washington.

"What a fool to tell. The owner didn't see you fall. He'd never have known," said a man.

Turning to the man Washington replied, "What has that to do with it? God *saw*, and I *knew!*"

c. What do you like about the story?

d. Make the hard words with your letters.

REVIEW

a. Ask your teacher to tell you about Washington as a surveyor.

Also about the French and Indian War, and the War of the Revolution.

Also about Washington as President.
Tell anything you have read and heard of Washington.

b. Copy:

"First in war, first in peace, first in the hearts of his countrymen!"
He always spoke the truth.
He was never afraid of anything.
He loved and obeyed his mother.

c. Write on one of the following:

The Boyhood of Washington.
His Young Manhood.
Washington, the President.

d. Copy the following list of poems.
Bring one to school and read it to the class.

Barbara Frietchie.
Sheridan's Ride.
The Village Blacksmith.
Come to me, O Ye Children.
The First Snowfall.

OUR FLAG

a. Tell all you know about our flag.

b. Answer the following:

When did we first have a flag?
Who made it?
How did she make it?

Is the flag the same to-day as when first made?
Why do sailors and soldiers love their flag?
On what days does our flag float?
Where does the flag always float?
On what do we put the flag? Why?
Name the colors and tell what they mean.
The red says, "Be brave."
The blue says, "Be true."
The white says, "Be pure."

c. Make these lines from "Barbara Frietchie."

"And ever the stars above look down
On thy stars below in Fredericktown."

d. Ask your teacher to tell you the story of "A Man without a Country," by Edward Everett Hale, and to read to you these poems:

"Flag of the Free."
"The Flag Goes By!"

e. A soldier, a sailor, a boy, a girl, and an Indian saw our flag. Tell *where* each saw it, what each *did*, what each *said*.

f. Why do you love the flag of your country best?
Draw our flag.
Draw the flag of some other country.

g. Make with your letters, or write from memory,

"There are many flags in many lands."

SIR GALAHAD

Read the story, then close your book and write what you can remember about Sir Galahad.

King Arthur and his knights were seated at the Round Table.

All the chairs were filled save one.

This chair was called the "Seat Perilous."

No one dared sit in the "Seat Perilous."

This chair was to be kept for the truest and best knight.

Had any one attempted to sit in the "Seat Perilous" flames of fire would swallow him up.

King Arthur arose and spoke to his knights.

"My friends," he said, "long have we had an empty chair at our board."

"To-night my heart tells me the 'Seat Perilous' will be filled."

"He only who is worthy can sit thereon."

While the king was speaking, an old man came in leading a young knight by the hand.

His face was beautiful to look upon.

The old man led the knight to the empty chair, and removing the covering bade the knight sit.

On the back of the chair were these words:

"This is the seat of Sir Galahad, the good Knight."



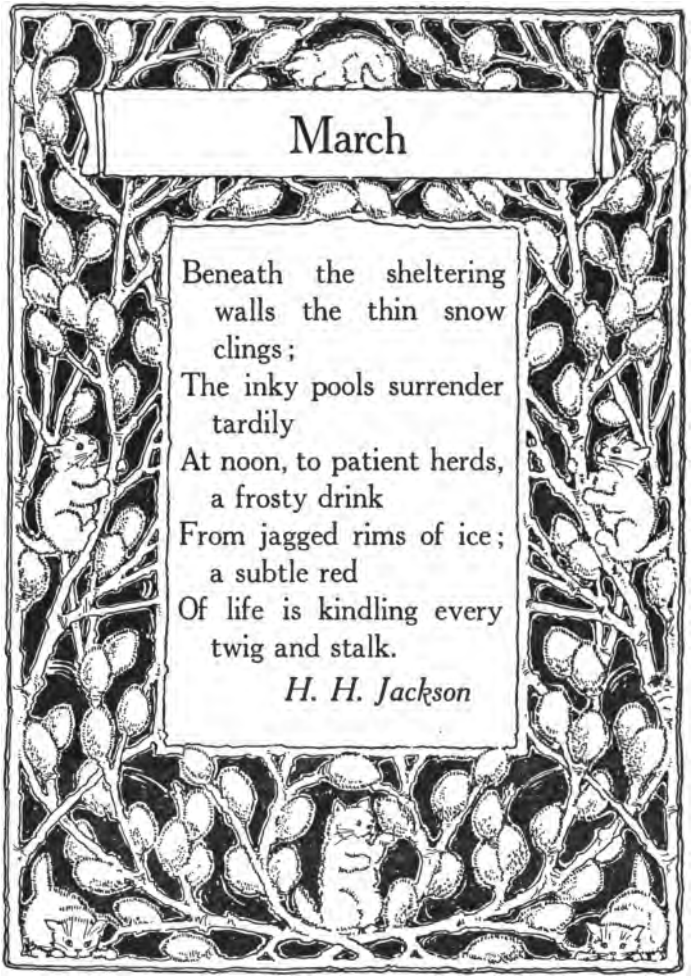
Watts.

SIR GALAHAD.

Then King Arthur and all the other Knights rose and welcomed Galahad as a Knight of the Round Table.

Copy:

"Do noble things not dream them all day long."



March

Beneath the sheltering walls the thin snow clings;
The inky pools surrender tardily
At noon, to patient herds, a frosty drink
From jagged rims of ice; a subtle red
Of life is kindling every twig and stalk.

H. H. Jackson

WISHING

Ring-ting! I wish I were a primrose.
A bright yellow primrose, blowing in the spring!
The stooping boughs above me.
The wandering bee to love me.
The fern and moss to creep across.
And the elm tree for our king!

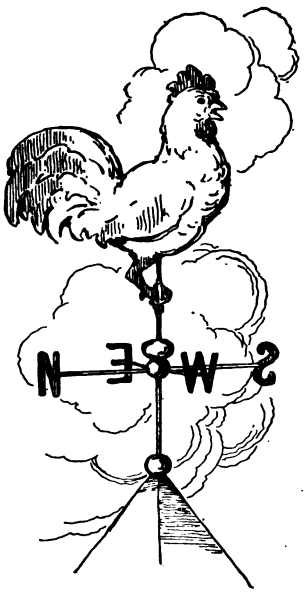
Nay — stay! I wish I were an elm tree.
A great, lofty elm tree, with green leaves gay!
The winds would set them dancing,
The sun and moonshine glance in.
The birds would house among the boughs,
And sweetly sing.

O — no! I wish I were a robin.
A robin or a little wren, everywhere to go;
Through forest, field, or garden,
And ask no leave or pardon,
Till winter comes with icy thumbs
To ruffle up our wing!

Well — tell! Where should I fly to,
Where go to sleep in the dark wood or dell?
Before a day was over,
Home comes the rover,
For mother's kiss — sweeter this
Than any other thing.

WILLIAM ALLINGHAM.

a. Study the poem.
b. Underline the hard words.
c. Copy the poem.
d. Draw a picture of one thing of which the poem speaks.
e. Recite the poem at home.



MARCH WINDS

a. Answer the following questions:

What is the name of the new month?

Can you spell it?

Are the days growing shorter or longer?

How can you tell?

What can you tell of the March winds?

What is happening to the snow?

How do the roads look?

What is March's special duty?

What happens to Winter when March comes?

What is the first month of Spring?

Whom does March call back?

What is March's great broom?

What does she sweep?

What do you mean by these words: east, west, north, south?

b. Draw a picture of a weather-vane.
Where did you ever see a weather-vane?
Why are weather-vanes always up high?
Tell the story of "The Foolish Weather-Vane."

c. What does the east wind bring?
What does the west wind bring?
What does the south wind bring?
What does the north wind bring?

Copy:

"Whichever way the wind doth blow
Some heart is glad to have it so;
Then blow it east, or blow it west,
The wind that blows — that wind is best."

REVIEW

a. Ask your teacher to let you read "The Weather-cock's Complaint."

Can you sing "The Wind," by Robert Louis Stevenson?

Ask your teacher at half after three o'clock to tell you the story of "Ulysses and the Bag of Winds."

b. Answer these questions:

What is the wind?
Can you see it?

How do you know when the wind is about?
Where does the wind come from?

c. Write a list of things you have seen the wind do.

d. What do you think I saw the wind do to the following:

a little girl's hat	a flag
some leaves	a ship
an umbrella	a tree
a piece of paper	a shutter on a house
a kite	a baby's curls

e. Ask your teacher to read "The Wind in a Frolic," by William Howitt.

f. Copy and learn:

Who has seen the wind?
Neither you nor I;
But when the leaves hang trembling
The wind is passing by.

Who has seen the wind?
Neither I nor you;
But when the trees bow down their heads,
The wind is passing through.

CHRISTINA ROSSETTI



THE SUN

a. Answer the following questions:

Of what use is the sun?

What shape is it?

What is its color?

Does it move?

Where is the sun when you come to school in the morning?

Where is it at noon?

Where is it at night?

What do you mean by "sunrise" and "sunset"?

Describe the most beautiful sunset you ever saw.

Can we always see the sun? Why not?

Where is the sun when we are asleep?

Does the sun ever sleep?

Copy:

"I never go to sleep, dear child,
I just go round to see
My little children in the east
Who rise and watch for me."

b. Tell the story of "The Wind and the Sun."
Play you are the wind. Write all the things you would say to the sun.
Write what the sun said.

SPRING DAYS

a. Ask your teacher to read from "A March Chronicle," by John Burroughs.

b. Make the following words with your letters, and beside each word write what it means.
Ask your teacher to help you or give you permission to ask some child.

breaking	Frost King	familiar chorus
steamboat	lanes	stark
making excursions	bay	rubbish
pikes and hooks	gnawing	gulls
knolls	barks	starters
melted	geese	meadows
bleating	stirred	drifts
hay-loft	channels	calves
earthy smell	lumber	cackling
distressed mothers	freshet	imperceptible
striking his tents	industriously	in the open

c. From the list above fill in the blanks with the right word:

The geese are —.
We went to Plymouth on a —.
Our school has been — — to the woods.
The grass was eaten off the little —.
The children were lost and their — — cried.
We played games in the —.
The Indian is — — — and moving south.
There are two cows and their —.
The little lambs were —.
The snow is piled in —.
A little mouse is — my books.
In the garden there is a fresh — —.
All the children are working —.
The men have their — and — to start the logs.
Violets grow in the —.
She grows so slowly it is —.
The boat sailed down the —.

SUGARING OFF

a. Read and tell the story:

The grass was green.
The days were warm.
Then one morning came the snow again.
The great snowflakes came floating lazily down.

By noon it had all melted away.

The farmer called it the "sugar snow."

He said, "It's time to sugar off."

That night he drove home to the farm with his wagon full of tin cans.

The next day he went to the grove where the sugar maples grow.

Three other men were there to help him.



They made a fire of sticks under a big black kettle.

They made a little hole in each maple tree.

In each hole they put a stick like a pipe stem.

On each stick they hung a pail.

Soon the sap began to drip, drip, drip into the pails.

When the pails were full, the men emptied the sap into the big black kettle.

Then the sap in the kettle began to boil.

The men stirred it with big wooden paddles.

It grew thick and dark.

It became maple sirup!

Then it was poured into little and big pans of all shapes and set out in the snow to cool.

When it was hard it was maple sugar!

b. Answer the following questions:

Should you like to see a "sugaring off"? Why?
Where should you have to go to see it?
What could you do to help?
What does maple sugar cost a cake?
How do you buy maple sirup?

THE SWELLING OF THE BUDS

a. Copy:

"The woods are still sleeping,
But grass is a-peeping
From under the snow.
The swallows are coming,
The bees are a-humming,
The sap has begun to flow!"

Are any buds open yet?
Have any flowers appeared above ground?

Why haven't they dared to leave the ground?

What will help them to get out of their winter wraps?

What will help swell the buds?

Where shall we find the largest buds? Why?

Tell about the scales.

Tell all you know about the Pussy Willow.

Ask your teacher anything else you would like to know about the Pussy Willow.

Which are the largest buds we see in the spring?

Which are the stickiest?

Which are the shiniest?

Which buds are woolly?

Which buds are scaly?

Which rounded and which pointed?

Why does a bud wear so many coats?

b. Answer as many of the questions as you can. Ask your teacher to tell you about the questions you can not answer.

c. Ask your teacher to tell you the story of the "First Pussy Willows."

d. Draw some buds and some Pussy Willows.

WAITING TO GROW

a. Copy and learn:

Little white snowdrop just waking up,
Violet, daisy, and sweet buttercup;
Think of the flowers that are under the snow
Waiting to grow!

Nothing so small or hidden so well
That God cannot find it and presently tell
His sun where to shine and His rain where to go
To help them to grow!

FRANK FRENCH.

b. Ask your teacher to tell you the story, "Philemon and Baucis" and "The Myths of Daphne and Narcissus."

c. Ask your teacher to tell you about the "Evacuation of Boston."

d. Copy the following titles.
(In a "title" the important words begin with capital letters. There is no period at the end of a title.)

Five Little Peppers and How They Grew
Hans the Eskimo
My Dogs in the Northland
A Dog of Flanders
Alice in Wonderland
The Blue Bird for Children
The First Christmas Tree
Captain January

Fighting a Fire
Seven Little Sisters
Grasshopper Green's Children



THE BIRDS ARE BACK!

a. Write the answers to these questions:

Where have the birds been all winter?

Do they return in flocks or singly?

Which comes first — the father or mother bird?

What do they find to eat?

What is the first thing they do?

How does a bird build his nest?

Are all nests alike?

Describe any nest you have seen.

What color are birds' eggs?

What bird lays the largest egg?

What is the smallest bird?

What bird sings early in the morning?

What birds sing sweetly?

What birds can not sing sweetly?

How does a bird take a bath?

b. Make with your letters:

"A flash of blue mid branches bare,
A few glad notes from yonder tree,
The birds are back, I do declare,
To sing their songs for you and me."

c. Ask your teacher to tell you the story, "A Lesson in Nest Building" and "Why the Woodpecker has a Red Head."

d. Make with your letters:

"What if the skies are dark and drear?
What if the cold winds roughly blow?
The birds are back and spring is here,
The robin told me so!"

e. The boys play they are the father birds just back from the south. Tell me what you are doing. The girls are the mother birds. What are you doing?

FROM THE BIBLE

a. Copy the following words and ask your teacher to tell you the meaning of those you do not understand.

valleys	fowls	service	conies
thirst	herbs	goats	prey
watereth	refuge	knoweth	quench
cattle	seasons	labor	among
stork	forth	asses	causeth
goeth	beast	dwell	Lebanon
den	habitation	satisfied	appointeth
springs	chambers	cedars	ariseth

b. Read the following:

He sendeth His springs into the valleys which run among the hills.

They give drink to every beast of the field: the wild asses quench their thirst.

By them shall the fowls of the air have their habitation which dwell among the branches.

He watereth the hills from His chambers: the earth is satisfied with the fruit of Thy works.

He causeth the grass to grow for the cattle and herb for the service of man: that he may bring forth food out of the earth.

The trees of the Lord are full of sap: the cedars of Lebanon, which He hath planted;

Where the birds make their nests: as for the stork the fir trees are her home.

The high hills are a refuge for the goats: and the rocks for the conies.

He appointeth the moon for seasons: the sun knoweth His going down.

Thou maketh darkness and it is night: wherein all the beasts of the forest do move.

The young lions roar after their prey and seek their meat from God.

The sun ariseth, they gather themselves together, and lay them down in their den.

Man goeth forth in the morning to his work and to his labor until the evening. THE BIBLE.

REVIEW

a. Make a list of the words that end in "eth" from the selection from the Bible.
b. Make a list of all the animals.
c. Make a list of all the places.
d. Copy your two favorite sentences.
e. Fill in the blanks from the list of words on page 179.

The lion is a —.
The snow filled the —.
Water will — your —.
The — builds her nest on the house top.
Spring is one of the four —.
A sly old fox lived in a —.
The honest man will — with all his strength.
I am — with my work.
I fed corn to the —.
The birds build a nest — the branches.
My — is built of wood.
People use — for medicine.
The sailor loves to — near the sea.
He drove the — to the fields.
— have horns.
We have two — in my house.
I stood under a tree for a —.
Good — is true —.
The woodcutters tied wood on the — backs.
Those trees are —.
The — live on the mountains.

f. Draw a picture of one of the following:

fowl lion stork cedar valley den
beast cattle goat hill habitation

THE PET BIRD

a. Ask four questions about the children.
Ask four questions about the bird.
Ask four questions about the home.
Ask four questions about anything in the picture or anything of which the picture reminds you.
(Be sure to put a question mark (?) at the end of each question.)

b. Can you tell the class any of the following bird stories?

The Crow and the Pitcher.
How Robin Got His Red Breast.
How the Woodpecker Got Her Red Head.
How the Magpie Builds Her Nest.
The Fox and the Crane.
The Crane Express.
The Fox and the Crow.

c. "Make up" a short story on one of the following:

Why the Eagle is the Bird of Our Country.
The Sparrow with the Broken Wing.
Six Baby Birds.
Pigeons and Their Friends.
The Birds of the Farmyard.



THE PET BIRD. Von Bremen.

The Birds of the Seashore.
Why I Should Like to be a Bird.

d. Make with your letters:

"Beautiful eyes are those that show
Beautiful thoughts that burn below."

SOMETHING TO DO

a. Use another word of the same meaning in place of the words that are starred:

The wind * whistled a tune.
Old Mother Rabbit was * frightened.
She * tossed the ball to baby.
This is a * beautiful day.
I love our * glorious flag.
We * respect our President.
My little sister is * shy.
The book has been * soiled by some one.
John is a * gentle boy.
I must * obey my parents.
The wind blew the boat * merrily along.
Be * merciful to dumb animals.

b. Use the words that are starred in other sentences.

c. Copy the following, carry the sentences home, and read to your mother and father.

"One people, one nation, one banner."

"One can not always be a hero, but one can always be a man."

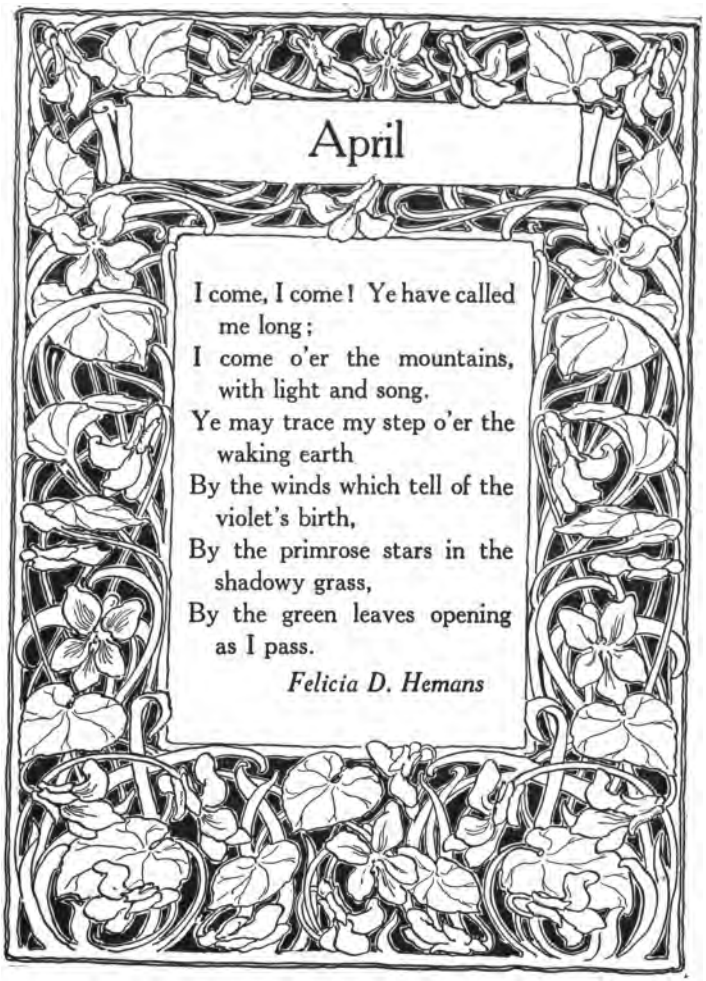
"Blessed are the peacemakers."

"Do thy duty — that is best;
Leave unto the Lord the rest."

"Be not simply good, be good for something."

"Whatsoever thy hand findeth to do, do it with thy might."

"Small service is true service while it lasts."



April

I come, I come! Ye have called
me long;
I come o'er the mountains,
with light and song.
Ye may trace my step o'er the
waking earth
By the winds which tell of the
violet's birth,
By the primrose stars in the
shadowy grass,
By the green leaves opening
as I pass.

Felicia D. Hemans

THE CHILD'S WORLD

Great, wide, wonderful, beautiful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast;
World, you are beautifully dressed.

The wonderful air is over me,
And the wonderful wind is shaking the tree,
It walks on the waters and turns the mills,
And talks to itself on the top of the hills.

You friendly earth, how far do you go?
With the wheat fields that nod, and the rivers
that flow;
With cities, and gardens, and cliffs, and isles,
And people upon you for thousands of miles.

Ah, you are so great, and I am so small,
I tremble to think of you, earth, at all;
And yet when I said my prayers to-day,
A whisper inside me seemed to say,
"You are more than the earth though you are
such a dot,
You can love and think and the earth can not."

WILLIAM B. RANDS.

a. Study the poem.
b. Underline the hard words.
c. Copy the poem.
d. Learn to recite the poem at home.
e. Draw one thing of which the poem speaks.

THE NEW MONTH

a. Answer the questions:

What is the name of the new month?

To what season does it belong?

Which month of the season?

Which month of the year?

How many days in this month?

Why is it called the month of "sunshine and showers"?

Where must we look to find most of the flowers of April?

What do we expect to see the clouds doing?

What will the wind do this month?

Will there be any frost or dew?

Tell what you expect to see the birds, trees, buds, and insects doing.

b. Copy:

April is coming!

The noisy winds are still now.

The spring is in her train.

She is led by the gentle step of the raindrops.

The smiling sun and the blue sky smile upon her as soon as the shower passes.

The buds burst forth to greet her.

The flowers smile bravely.

The brooks are set free and go dancing merrily along.

The birds are full of song, and their little throats are bursting with glee.

The old brown leaves stir with pride, for underneath are they not hiding the tender violets?

All things are ready to greet thee, sweet April.

April, yes April, is coming up the hill!

APRIL

a. Make with your letters:

"April is here!
There's a song in the maple thrilling and new;
There's a flash of wings of the heaven's own hue;
There's a veil of green on the nearer hills;
There's a veil of rapture on woodland rills;
There are stars in the meadow dropped here and there;
There's a breath of arbutus in the air;
There's a dash of rain as if flung in jest;
There's an arch of color spanning the west.
April is here!"

b. Tell all you know about Arbor Day.
Why is it so-called?
What is done on this day?
How can a child help?
How can you beautify your yard and home?

c. Ask your teacher to tell you the story of "Paul Revere's Ride."

If you have the poem at home, read it to your mother and then bring the book to school and read the poem to the class.

d. Make these words with your letters in a column. Opposite each word make another word which means the same thing.

midnight	signal	muffled
famous	opposite	silently
British	shore	belfry
lantern	alarm	spark
aloft	folk	hoof
tower	arm	steed

EASTER

a. Copy:

"Easter" means "life." Easter time is the time when nature awakes from its long winter nap.

Ask your teacher to tell you about the lily bulb, the brown and ugly bulb, from which comes the beautiful white lily.

b. Here is what the Bible says of the lilies. Read and learn:

"Consider the lilies of the field how they grow; they toil not, neither do they spin, and yet I say unto you that even Solomon in all his glory was not arrayed like one of these."

c. Copy or make with your letters:

"The little flowers came through the ground,
At Easter time, at Easter time:
They raised their heads and looked around
At happy Easter time.
And every little flower did say,
'Good people, bless this holy day,
For Christ is risen, the angels say,
At happy Easter time.'"



d. Why do we see eggs, rabbits, chickens, and flowers at Easter?

e. Make an Easter card. Inside print this verse:

Humble we must be,
If to heaven we go;
High is the roof there,
But the gate is low.

ROBERT HERRICK.

f. Where have you seen Easter lilies?

g. Describe the Easter lily and other lilies.

h. Ask your mother or teacher to tell you about King Solomon.

LUMBER AND LOGGING CAMPS

a. Answer the following questions and tell anything else you know about lumber and logging.

Where do we get the wood for houses?
How is it cut down?
What is done with it?
How is the sawmill run?
For what is lumber used?

b. Draw a picture of logs floating down a river. Draw a picture of a sawmill.

c. Tell the story of "The Honest Woodman."

d. Imagine you are a tree in the forest. You are cut down and made into a mast for a ship. Tell all your experiences and what part of your life was the happiest.

e. Make the following with your letters. Draw the pictures.



This is the tree in the forest.

This is the ax, that cut the tree in the forest.





This is the woodman, that carried the ax, that cut the tree in the forest.

This is the horse, that belonged to the woodman, who carried the ax, that cut the tree in the forest.



This is the river, where the logs were dragged by the horse, who belonged to the woodman, who carried the ax, that cut the tree in the forest.

This is the mill on the bank of the river, where the logs were dragged by the horse, who belonged to the woodman, who carried the ax, that cut the tree in the forest.



This is the baby, who lives in the house, near the mill on the bank of the river, where the logs were dragged by the horse, who belonged to the woodman, who carried the ax, that cut the tree in the forest.



THE FLOOD

a. Read and tell the story.
b. Ask your teacher to explain anything you do not understand.
c. Make a list of the words you do not understand.

And the rain was upon the earth forty days and forty nights.

And the ark went upon the face of the waters.

And all the high hills, that were under the whole heavens, were covered.

And all flesh died that moved upon the earth both of fowl, and of cattle, and of beast, and of every creeping thing that creepeth upon the earth, and every man.

Noah only remained alive, and they that were with him in the ark.

And the waters prevailed upon the earth an hundred and fifty days.

And it came to pass at the end of forty days that Noah opened the window of the ark.

And he sent forth a raven, which went forth to and fro, until the waters were dried up from the earth.

Also he sent forth a dove from him to see if the waters were abated from off the face of the ground.

But the dove found no rest for the sole of her foot and she returned unto him into the ark.

And he stayed yet other seven days, and again he sent forth the dove out of the ark. And the dove came in unto him in the evening, and, lo, in her mouth was an olive leaf.

And God spake unto Noah and said: Go forth out of the ark. I will establish my covenant with you; neither shall there be any more flood to destroy the earth.

This is the token of my covenant; I do set my bow in the cloud.

THE RAINBOW

a. Draw a picture with your crayons of the "Rainbow of Promise."

b. Make with your letters:

"Hiawatha saw the rainbow,
In the eastern sky the rainbow,
Whispered, 'What is that, Nokomis?'
And the good Nokomis answered,
'Tis the heaven of flowers you see there.
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in the world above us.'"

c. Tell the story of "The Pot of Gold."

d. Answer the following questions:

Of what use is rain — to plants, animals, and man? To the earth, the air, the wells, the roads, the ground, the buds, the flowers?

Where does rain come from?

Explain how the water gets into the cloud.

Why does rain sometimes come slanting?

When does rain fall?

How does the sky look before it rains?

What is the rainy month of the year?

What are the signs of rain?

How do things look during a storm?

What do people do?

What do chickens, birds, and trees do?

Where does the sun go?

What do other animals do in a storm?

What animals like to stay out in a rain storm?

What are the toads' umbrellas?

e. Ask your teacher to tell you about the invention of umbrellas, rubber boots, rubber coats.

REVIEW

a. Play you are a little raindrop. Tell about your cloud home, and your journey to the earth. Did you visit the earth for your own pleasure, or did you come to do some good? What good did you do?

What good did the other raindrops do?

b. Copy the list of Spring poems.
Be careful to notice the capital letters.
Ask for the poems at the library.

An Apple Orchard in the Spring	Martin.
The Brook	Alfred Tennyson.
Child's Talk in April	C. Rossetti.
The Cloud	Percy B. Shelley.
Daybreak	Henry W. Longfellow.
The Grass	Emily Dickinson.
He Prayeth Best	Samuel Coleridge.
Little Boy Blue	Eugene Field.
Little May	Emily H. Miller.
March	William C. Bryant.
Song from Pippa Passes	Robert Browning.
Spring	Thomas Carew.
Spring Has Come	Oliver W. Holmes.
"The Swallow Has Come Again"	Greek Children's Songs.
To the Dandelion	James Russell Lowell.
The Tree	Björnstjerne Björnson.
Vision of Sir Launfal	James Russell Lowell.
Voice of Spring	Mary Howitt.
Wild Geese	Celia Thaxter.
The Wind	Robert Louis Stevenson.
The Wind	Eugene Field.
Wishing	William Allingham.

Can you tell the story of "The Pot of Gold"?

SCHOOL IN BRITTANY

a. Ask your teacher as many questions as you can about the picture on the next page.

b. Write a little story about the picture.
Play that one of the little French girls in the school is describing her school to you.

c. Write a little story about your school in America for the little French girl.

d. Make a list of words connected with the picture.

e. Give three reasons why you would like to visit this school in Brittany.

f. Give three reasons why the little French girl would like to visit your school.

g. These little girls in the school in Brittany do not speak our language. Copy these French words and sentences and what they mean in our language. Take the list home to show your mother.

S'il vous plaît.	If you please.
Merci.	Thank you.
Comment vous portez vous?	How do you do?
Pardonnez moi.	Excuse me.
Au revoir.	Good-by.
Avez vous une sœur?	Have you a sister?
Non, mais j'ai un petit frère.	No, but I have a little brother.
J'aime ma maman.	I love my mother.
Chantez à moi.	Sing to me.



Geoffroy.

SCHOOL IN BRITTANY.

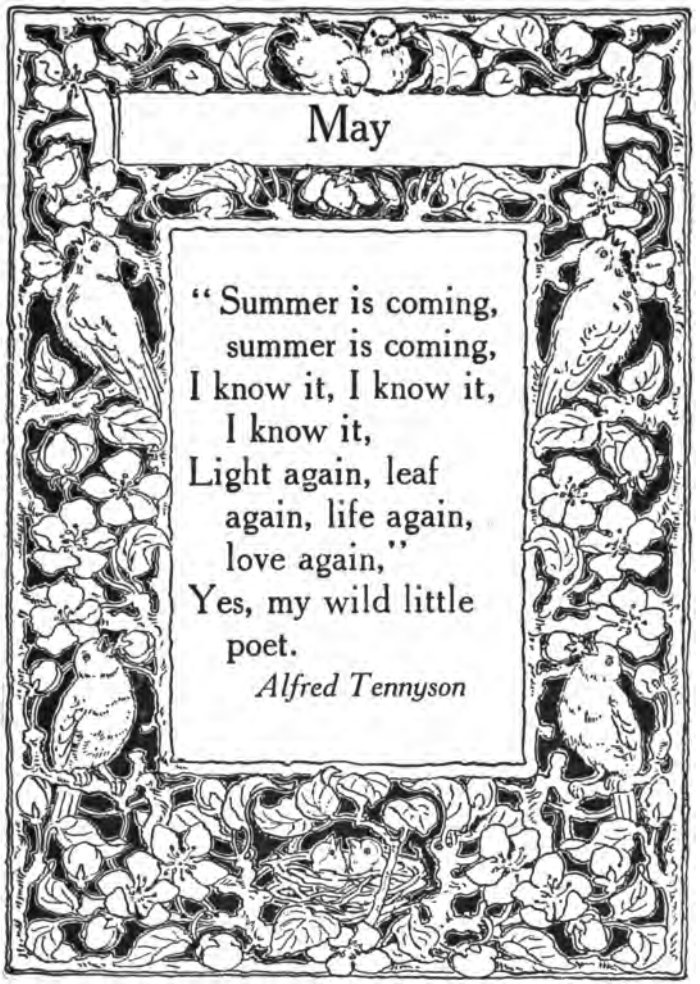
STUDY OF A POEM

From the Vision of Sir Launfal

Now is the high tide of the year,
And whatever of life hath ebbed away
Comes flooding back, with a ripply cheer,
Into every bare inlet and creek and bay;
Now the heart is so full that a drop o'er fills it,
We are happy now because God wills it;
No matter how barren the past may have been,
'Tis enough for us now that the leaves are green.
We sit in the warm shade and feel right well
How the sap creeps up and the blossoms swell;
We may shut our eyes, but we can not help knowing
That skies are clear and grass is growing;
The breeze comes whispering in our ear,
That dandelions are blossoming near,
That maize has sprouted, that streams are flowing,
That the river is bluer than the sky,
That the robin is plastering his house hard by.

James Russell Lowell.

a. Study the poem.
b. Make the hard words with your letters.
c. Draw a picture of one thing of which the poem speaks.


May
" Summer is coming,
summer is coming,
I know it, I know it,
I know it,
Light again, leaf
again, life again,
love again,"
Yes, my wild little
poet.
Alfred Tennyson

a. Answer the following questions:

What is the name of the new month?
What color do we see very often this month?
Where shall we see the color green this month?
What trees are in blossom?
What leaves are out?
What flowers have come?
What birds are back?
What month of the year is May?
What is the first day of May called?
Tell about the "May Pole."
Tell about the "May Queen."

b. Ask your teacher to read to you the poem, "The May Queen."

c. Ask all the questions you can about the poem.

d. Answer the following:

What is the color of the sky?
What colors are the insects and the trees?
What are birds and people doing?
What is your favorite spring flower?
Where can you find it?

e. Copy the verse:

"Dear common flower, that grow'st beside the way,

Fringing the dusty road with harmless gold,
First pledge of blithesome May."

Of what flower is the poet writing?
Make a list of all the spring flowers that grow in

a. the fields *b.* by the roadside
c. in gardens



THE ARBUTUS

a. Where is this flower found?
What is its color?
How does it smell?
Why is it often called the "Mayflower" ?

b. Copy:

May is busy beautifying the earth.
She puts down a beautiful green carpet.
She calls to the birds, blossoms, and leaves.
She calls the crickets, the ants, the frogs, the butterflies, and the bees.

c. Make a list of all the spring flowers you have seen this year.
Tell me all you know about the Violet and the Dandelion.

d. Answer:

Where do we find grass growing?
What color is the grass now?
What color in winter?
Of what use is grass?
What animals eat it?
What is hay?
When is hay stored away? Why?
How do we cut the grass on our lawns?
How does the farmer cut grass?
What does he do with the grass when it is cut?
What do we mean when we say, "Make hay while the sun shines"?
What live in the grass?
Why are these creatures green?

e. Ask your teacher to write on the blackboard "The Voice of the Grass," by Sarah Roberts.

PLANTING THE SEED

a. Tell the story of "The Morning Glory Seed."
b. Make with your letters:

"Little brown seed, oh, little brown brother,
Are you awake in the dark?
Here we lie cozily close to each other,
Hark! to the song of the lark!"

c. Answer the following questions:

What does the farmer plant in the spring?
What must he do first to the ground?
What tools does he use?
What animals help him?
What bird is a trouble to the farmer?
How does he drive these birds away?
How do peas, beans, tomatoes, and corn grow?
How do potatoes grow?

d. Ask your teacher to read to you, or let you read to her, "Hiawatha's Fasting" and "Hiawatha Blessing the Corn Fields."

e. Tell the story of "Jack and the Beanstalk."
Tell the story of "Five Peas in One Pod."

f. Make up a story about a potato. Play the potato is telling the story of his life. Begin the story this way,

I am a big brown potato.

g. Make a list of all the vegetables you know.

A VISIT TO A BROOK

a. Fill in the blanks:

Miss — and the — took a walk —.

We came to a lovely grassy — through which flowed a pretty —.

We stood on the bank and listened to its —.

We could see some — in the —.

We could see our — in the clear —.

"The brook is our looking glass," said Miss —.

We saw plants and — and — growing on its bank.

One of the children told a — about "The Dog and His —."

b. Tell the story, "The Dog and His Shadow."

c. Answer all the questions you can and ask your teacher to answer the others.

FROGS



Where are a frog's eyes?

Why are his eyes so placed?

What happens when a frog's skin becomes dry?

Why?

How many legs has a frog?

Which are longer, the front legs or the hind legs?

Why?

What can a frog do?

What frightens him?

Where does he like to sit?

What does he eat?

What sound does he make?

a. Ask your teacher to let you read the "Frogs at School."

b. Tell the story of "The Frog from Kioto and the Frog from Osaka."

c. Write five things you know about *toads.*

REVIEW

a. Here are two lists. The first is a list of birds; the second is a list of places where these birds are found.

Arrange the lists:

robins	marshy places
bluebirds	hollow trees
song sparrows	tops of barns and hay-lofts
orioles	apple trees
barn swallows	elm trees
woodpeckers	bushes, hedges, and ground
meadow larks	old trees and bird houses

b. Tell the story of "The Emperor's Bird Nest."

c. Tell the story of "The Birds of Killingworth."

d. Read this story that a robin told about himself.

I have been south all winter.
I came back soon after the bluebird.
I am larger than he is.

I make my nest of hay and mud.
I have a reddish brown breast.
When I sing I say, "Cheer up! Cheer up!"
I like cherries and worms for breakfast.
Do you know how I came to have a red breast?

e. Write a story of some bird you know as if the bird were talking.
f. Tell the story of "The Larks and the Farmer."
Tell the story of "Melampus."

KINDNESS

a. Fill in the blanks:

The — draws burdens for us.
The — gives us milk.
The — gives us milk, too.
The — gives us wool.
The — give us eggs.
The — guards our house and is our friend.
The — rids the house of mice.
The — sing to us.
If the — were destroyed from the earth we could not live. Why?

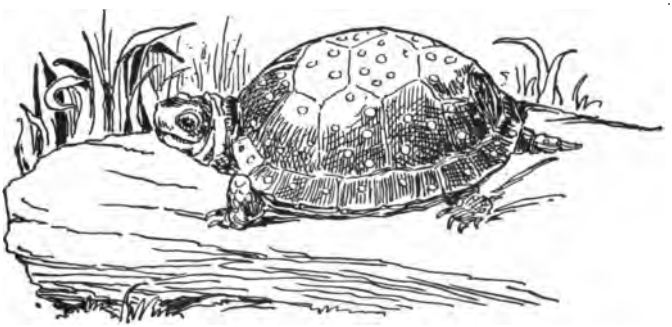
b. Tell the story of "The Bell of Atri."
Tell the story of "Greyfriars' Bobby."
c. Write about your pet canary, dog, or cat.
d. Tell about the "Band of Mercy."

e. Read the story and be ready to read it to the class.

I saw, one day, a little spotted turtle sunning itself in the water. I lifted a stick in my hand to kill it. I had never killed any creatures, but I had seen a boy kill a bird, and once I saw a boy kill a squirrel. I was about to follow their bad example, and I raised my arm intending to strike. All at once something checked my arm, and I heard a voice which said, "It is wrong!" I dropped my arm, turned around to see where the voice came from, and when I again looked at the place where the turtle was, he was gone!

I went home and told my mother. I asked her what it was that told me I was about to do wrong. She looked at me with tears in her eyes and said, "Some call it conscience, but others call it God! Your life, my dear son, depends on heeding that little voice."

AMERICAN HUMANE SOCIETY.



SUMMER POEMS

a. Copy this list of Summer poems.
Ask for the poems at the library.

All Things Bright and Beautiful	Cecil F. Alexander.
Answer to a Child's Question	S. T. Coleridge.
Before the Rain	T. B. Aldrich.
A Boy's Song	James Hogg.
The Child's World	W. B. Rands.
Clouds	F. D. Sherman.
Daybreak	Percy B. Shelley.
The Echoing Green	William Blake.
Forget-Me-Not	In "Nature in Verse," Mary I. Lovejoy.
The Fountain	James R. Lowell.
Four Leaf Clover	Ella Higginson.
Good Night and Good Morning	Lord Houghton.
Jog On, Jog On	William Shakespeare.
The Opening of the Piano	O. W. Holmes.
Rain in Summer	Henry W. Longfellow.
The Rockaby Lady	Eugene Field.
To a Butterfly	William Wordsworth.
Where Go the Boats?	R. L. Stevenson.
Wynken, Blynken, and Nod	Eugene Field.

b. Learn one of these poems and recite it to the class Friday afternoon.
c. Recite the poem to your father and mother.
d. Write a story about the picture on the next page.

STUDY OF THE PICTURE

a. Ask your teacher as many questions as you can about the picture on the next page.
b. Make a list of words suggested by the picture.
c. Ask your teacher to tell you the story of "A Dog of Flanders."
d. Tell the story of a dog you have known or read about.
e. Write a short story about this picture.



THE SLEEP FACES

When I am going off to sleep,
A crowd of faces comes to me,
And all the people of the day,
Steal softly up where I can see.



Holmes.

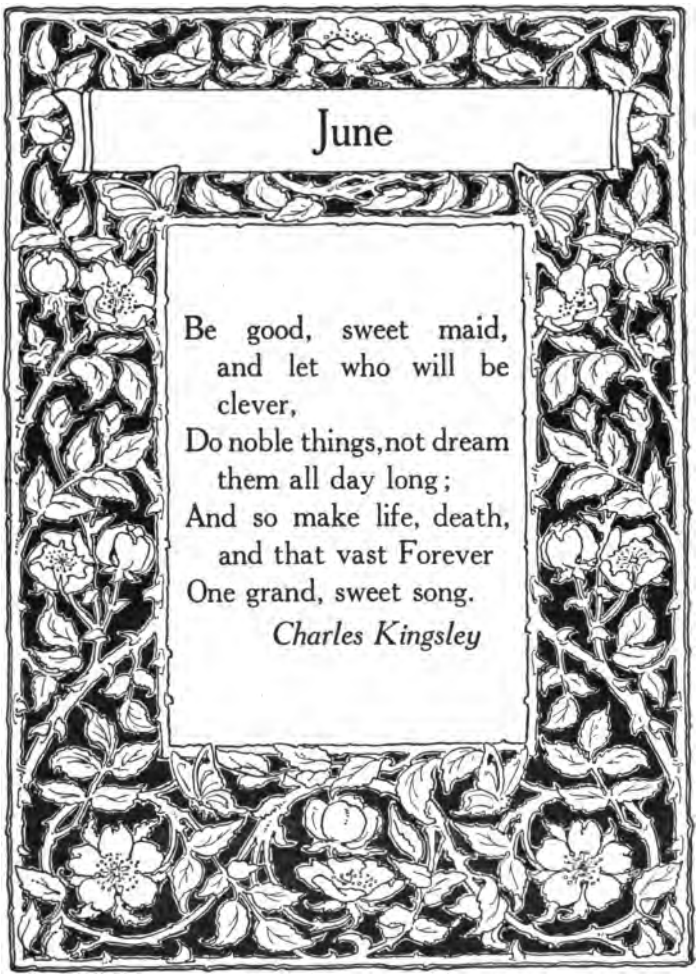
KISS ME.

There's nursie with her muslin cap,
The cross old man that stopped to drink,
The grocer and the big school boy —
More faces than you'd ever think.

Sometimes the faces are unkind,
Or wink at me, or frown, or pout.
Then mother comes to say good night,
And her face puts the others out.

P. B. Bowman.

a. Study the poem.
b. Copy the poem.
c. Learn to recite the poem at home.
d. Draw one thing of which the poem speaks.


June
Be good, sweet maid, and let who will be clever,
Do noble things, not dream them all day long;
And so make life, death, and that vast Forever
One grand, sweet song.
Charles Kingsley

JUNE

a. Answer the following questions:

What is the name of the new month?
What month of summer is June?
How many summer months are there?
Name the others.
How many days in June?
Are the days growing longer or shorter?
What happens the last of this month?
Why is June called the month of roses?
Have the roses come yet?
Are the bushes budded?

b. Copy:

April brought us buds.
May brought us the leaves.
June brings us the flowers.
The flowers bring bees and butterflies.

c. Tell all you know about these flowers:

Violet Daisy Buttercup Rose

d. Make sentences from these words about the

Violet

swamp leaves petals purple white
yellow fragrant glass greenhouses

Daisy

field center frill fortunes meadow
insects leaves yellow

Buttercup

shiny meadow neighbors lovely cup shape
pollen butter dew leaves

Rose

bush colors wild thorns fragrant
buds beautiful

THE MONTHS

a. Make with your letters:

"Down in a green and shady bed
A modest violet grew;
Its stalk was bent, it hung its head
As if to hide from view."

b. Tell the story, "Buttercup Gold."
c. Read the poem, "Discontent."
d. Tell the story of "Proserpina." Where is Proserpina now?
e. This is the last month of school. Let us see what the months have brought us.

January brought us a happy new year and snow.

February brought us more snow, valentines, and birthdays.

March brought us winds and pussy willows.

April brought us robins and snowdrops.

May brought us birds, bees, flowers, and apple blossoms.

June brings us roses.

July will bring us flags and the "Fourth."

August will bring us visits to the seashore or to the mountains.

September brought us school, goldenrod, and asters.

October brought us corn, fruit, and nuts.

November brought us pumpkins, turkeys, and Thanksgiving.

December brought us Christmas.

f. Did the months bring you anything else?

STORIES TO WRITE AND TO TELL

a. Write a short story on

A Parade

What parade have you seen?

When did you see the parade?

Where did you see it?

Were there any animals in it?

Name some of the animals.

What part of the parade did you like best?

Describe one of the following parades:

Policemen's.	Soldiers'.
Firemen's.	Circus.

b. Tell about a journey you once went on.
Tell how you would build a fire in the house and out of doors.
Tell how you make a bed.
Tell about wiping the dishes.
Tell how you set the table for four people.
Tell about going on errands.
Tell about taking care of the baby.

c. Write a short story on any one of the above topics.

THINKING LESSONS

a. Here are four words which children often confuse.

Of For Off From

Will you have a piece *of* pie?
I will go to the store *for* you.
He cut *off* a yard of ribbon.
I went *from* Boston to New York.

Write four sentences using these words.

b. Think the following and be ready in five minutes to read aloud.

A bee makes —.
He puts the honey into his —.
He — honey from the —.
His legs become covered with yellow —.

This he makes into — for his baby —.
The cells of the hive are full of —.
Honey is — than —.
Bees will not — you unless they are —.
Bees who are lazy are called —.
Every hive has a — bee.

c. Copy:

"How doth the little busy bee
Improve each shining hour,
And gather honey all the day,
From every opening flower."

d. Draw a picture of some bees and their hive.



THE NEWSBOY

a. Play you are a newsboy.

Answer the following questions:

What are you?

Why do you get up so early?

What is under your arm?

Where do you get your papers?

Will you sell them all?

What do you do with those you do not sell?

Why do some boys sell more than others?

What are the names of some of the papers in this city?

Have we always had newspapers?

How do the newspapers help people?

What must a boy do to become a newsboy?

What must a boy be to become successful?

Tell a story of a poor newsboy who became a great man. Make the story up.

b. Imagine you are any one of the following. Write a story about yourself.

lumberman farmer teacher fisherman
blacksmith fireman soldier

c. Tell what the following do for us:

sheep horse cow dog goat buffalo
father mother teacher letter carrier
roses water soap medicine doctor
books baker fish schools churches
automobiles cars trucks wheelbarrows
butcher grocer dressmaker milliner
dandelions watering cart engines
bells gardens ocean hay chickens
trees oil pencils iron tin gold
forks knives spoons dishes towels

d. Write a short sentence telling what we should do if we had none of these things.

HOW TO READ

a. Think the following and be ready to read in a proper tone of voice to make the picture clear.

Fire! Fire! The house is on fire!

Sleep, baby, sleep.

I love my little kitty.

Whoa! Back! Stand still!

Thank you, mother, for my new coat.

Oh, what a beautiful flower.

Is it time to go home?

I beg your pardon. I am sorry.

The river is overflowing! Run for your life!

Please let me go to the store for some candy, mother.

No, my child, it is raining and you have a cold.

Dear old Fido, you saved my life.

Hark! I hear a little mouse.

Step softly for mother has a headache.

Come, baby, sing us a little song.

Poor little boy. He hurt his finger.

Hurrah! the snow has come!

Hurry, Fred, the train will not wait for you.

Oh, what a glorious day!

b. Let us keep a journal for the month. We will write the day of the month every day and tell something we have seen or done.

For example:

June 8.

The sun is shining to-day and we are going on a picnic. Father is going, too.

We are going in our automobile to the beach.

REVIEW

a. Write a story on a game you play.

Name of the game.
Where played.
How many can play?
Do you sing in the game?
How many inside the ring?
Why must you play fair in all games?
How do you stop quarreling in your games?

b. Here are two stories. One is about a boy, the other is about a fish. Choose the sentences about the boy.

He lives in the water.
He can swim.
He has no legs.
He loves to ride on a load of hay.
In the summer he goes into the country.
He has a tail.
Sometimes you can catch him with a hook.

He drinks water.
He can dive.
He is good to eat.

c. If there are not seven sentences about the boy, make up the others.

d. If there are not ten sentences about the fish, make up the others.

e. With your letters make a list of the following fish :

salmon mackerel cod haddock smelts
bluefish herring sardines butterfish
trout minnows pickerel perch halibut
shark porpoise swordfish flounder

Add any other fish you may know.

SOMETHING TO DO

a. Write six sentences about a

toy bird fish animal flower color

b. Draw patterns of six envelopes each six inches long and three inches wide. Write the addresses like the copy :

Miss Kate Doane
468 Hyde Park Avenue
Boston
Massachusetts

Mrs. Frank Jones, 42 East 29th Street, New York City, New York.

Mr. James Clark, 27 Carson Street, Topeka, Kansas.

Dr. Clarence Means, 2 Walnut Place, Philadelphia, Pennsylvania.

Master John Brown, Craneville, Texas.

Miss Sarah MacCray, 64 Melville Street, Edinburgh, Scotland.

c. Notice the little mark which shows ownership and write six sentences in which you use the mark.

The boy's hat blew off.
My dog's tail is short.
My father's hat is too big for me.

SHORT STORIES

a. Write a short story on any one of the following:

My Vacation on the Farm.
At the Seashore.
A Train Ride.
A Visit to the Moon.
A Visit to Fairyland.
When Dolly is Ill.
My Doctor.
Picking Dandelions.
Building Forts in the Sand and in the Snow.

b. Your teacher will read you three short stories. Write a good title for each. Perhaps you can write two good titles for each story.

c. What do you think the children in your row will be when they grow up?

d. Play you are a fairy and will give three wishes to a little poor child. What do you think the child will wish? Write the three wishes.

e. Write a story on A Visit to the Palace of the Sea King or When Mother was a Little Girl.

f. Tell all you did this morning from the moment you first woke up.

LANGUAGE GAMES

a. Tell all you did last Sunday.
Tell all you did last Saturday.

b. How would you make a loaf of cake?
How would you make a loaf of bread?

c. Write a short story on When Mother and I Went Shopping.

d. What could you do with five dollars to give the most happiness?

e. Change these sentences into questions.

It is pleasant to go to the beach.
I like to drink sweet milk.
The baby is asleep now.
Kitty is under the stove.
It is six o'clock.

f. Change these questions into statements.

Is it warm to-day?
Is your mother in the house?
Are you ready for school?

Were you a good boy to-day?
Did you see the waves roll up on the beach?

g. Give three reasons why Jack was right in taking the hen, moneybags, and harp from the giant.

h. Find twenty words in your books that remind you of summer.

FOR BUSY CHILDREN

a. Write an invitation to your mother to come to school.

b. Write your mother's answer.

c. You may have five minutes to see who can make the greatest number of words by placing a letter or letters before the following:

ack ness ly ock ast tion

d. Copy in your best handwriting the following:

Every cloud has a silver lining.
He has hard work who has nothing to do.
Be ye kind, one to another, tender-hearted.
Keep thy tongue from evil.
The secret of being lovely is being unselfish.
A soft answer turneth away wrath.
Small service is true service while it lasts.
I am content with what I have.
Be useful where thou livest.

e. Draw a picture with your crayons of any of the summer flowers.

f. Learn:

"Not a sparrow shall fall to the ground without your Father seeing him: the very hairs of your head are all numbered."

MY BOOK

a. Make a booklet with ten sheets of letter paper. Fold. Copy one of the following rules on each page and write a sentence illustrating the rule. For example:

Every sentence begins with a capital letter.

The sun is bright.

Here are the rules.

a. Every sentence begins with a capital letter.
b. Names of people and cities and places begin with capital letters.
c. When you ask a question use the word "may."
d. Always say "I saw," not "I seen."
e. Never say "I done," always say "I did."
f. There is no such word as "ain't." Use "I am not."
g. Say "I haven't any," not "I haven't no."
h. Use "he doesn't," not "he don't."
i. Use the words "I carried it home," not "I brought it home."
j. Mention yourself last when speaking of one or more people besides yourself.

SOMETHING TO KNOW

a. Ask your father or mother the meaning of the following words:

honesty bravery loyalty patriotism
kindness courtesy purity industry
perseverance helpfulness friendliness
earnestness decision self-control
tidiness punctuality promptness
self-respect civic pride good judgment
generosity gratitude energy thrift
truthfulness obedience

What story tells you of any of these words?
What poem illustrates any of these words?
What picture illustrates any of these words?

b. Answer the following questions about —

RETURNING TO SCHOOL

How must we work in school?
Why shouldn't we be coaxed to work?
Why should we finish all our work?
Why should we work honestly?
Towards whom should we be kind in school?
How should we keep the schoolroom?
How can we help each other?
What makes a schoolroom beautiful?
What do you like best in your schoolroom?
Write the name of the best child.

a. Answer the following questions about —

LOVE OF HOME

Whom do we love at home? Why?
How do our parents show their love for us?
How can children show their love for their parents?

SAVING TIME

How can we save time before school?
How can we save time in school?
What is the harm in whispering?
What happens to those who lose time for work?

b. Learn these words:

Lost minutes never come back.

A stitch in time saves nine.

Be glad that you can work.

Do something every minute of every day to make the world more beautiful.

c. Copy:

I will be prompt on coming to school.
I will be ready for my lessons.
I will put things away quickly.
I will answer all questions promptly.
I will stand when spoken to.
I will enter or leave a room politely.

Dumb Animals

a. Answer the questions:

How must we treat our pets at home?

Speak of their meals, baths, place to sleep, cold nights, handling.

How must we treat the animals in the street — horse, pigeons, cats, dogs?

b. Tell any story you know about kindness to an animal.

c. Answer the questions:

Civic Pride

What can we do to keep the streets clean?

Where can we put rubbish?

What must we never do to buildings and fences?

What care must we have for windows?

What care must we have for our parks and gardens?

How must we treat our school books?

d. Copy:

Safety First! Look out for the cars!
Be careful in crossing the streets!
Never steal rides! Pay your fare!
Look out for automobiles!
Look out for heavy teams!
Don't play in the street!

A HELPING HAND

a. Ask your teacher as many questions as you can about the picture.

b. Write a story about the picture.

c. Give three reasons why you would like to be the little girl in the picture.

d. Give three reasons why you would like to be the man in the picture.

e. Copy any poem or paragraph you can find about the sea.

f. Write a list of the times when you gave a "helping hand" to some one. Begin your sentences like this:

When I helped mother wash the dishes.

A VISIT TO THE MOON

Some third grade children wrote this story. Read it to yourself and be able to tell it.

Can you write one like it?

One afternoon, about four o'clock, I left my house to visit the moon. Close by in the meadow, my aëroplane stood waiting. I stepped aboard, started the machinery, and away I went! I sailed straight up into the blue sky!

Far below I saw the earth. I saw houses and trees. How small they looked! Once I saw an automobile. It looked like an ant crawling along the road. As for the people! I could not see a man, a woman, or a child. I felt a



Renouf.

THE HELPING HAND.

little dizzy looking down upon the far-away earth, so I decided to draw in my head and to look up instead.

At first many birds flew around my aëroplane, but as I sailed higher even the birds were left below.

I do not know how long I flew, but it was late in the evening when I saw a great ball of light. My eyes were dazzled, but when I put on my aëroplane glasses I was no longer troubled. There were stars all about me, more than I could count, and close to the great moon there was one baby star, trying to send out his twinkling rays to the earth so far below.

"The star is giving light to the travelers and is helping the sailors guide their boats," I thought. Then looking at the baby star I said, "Can you tell me the way to get into the moon?"

"Hitch your aëroplane to the edge with a strong rope, then knock on the door, and the old Man in the Moon will let you in," he replied.

So I did as the star told me.

The Man in the Moon opened wide his great front door. "How do you do, my little friend?" he asked. "I am glad to see you. Step right in, step right in. Have you hitched your aëroplane so it won't fly away?"

"Yes," I said, "the star told me what to do. I've come to visit you for a little while. I must not stay long, for my mother will miss me."

"Well, well, well!" said the Man in the Moon. "It is a long time since I have had a visit from a little earth boy. Shall we take a walk?"

"Yes, thank you," I replied. "I've often wanted to see your country."

So we walked, and we walked, and we walked. And what do you think we saw? There were many beautiful flowers growing in the meadows; little streams were flowing merrily along, beside the streams there were flocks of sheep, and when the Man in the Moon spoke to them, they looked up and nodded their heads, I know, because I saw them.

The Man in the Moon told me he often went fishing. "Do you like to fish?" he asked.

"I go a-fishing on Saturdays," I answered; but I think he did not understand what I meant by *Saturday*. Perhaps they do not have names for the days of the week up in the moon. "I go to school every day except Saturday and Sunday," I explained.

The Man in the Moon nodded his head. "We'll go a-fishing now," he said. "Jump into my boat."

What do you think the boat was? It was an old wooden shoe! What do you think the fish were? The baby stars were the fish!

When the basket was full of stars, the Man in the Moon turned the basket upside down and all the stars *fell out into the sky!*

Then the Man in the Moon invited me into his house. It was a yellow house. ALL THE CHAIRS WERE YELLOW! There was a YELLOW TABLE! EVEN THE STOVE WAS YELLOW, and under the stove was a YELLOW CAT! The YELLOW FIRE shone on the YELLOW FLOOR, and YELLOW FLOWERS were growing on the plants in the windows. It looked cheerful and cosy.

"Sit down by the fire," said the Man in the Moon.

"It is cold up here," I replied.

"It is cold on the earth," said the Man in the Moon.

"Have you ever been on the earth?" I asked. "It is cold only in winter."

"I haven't been on the earth myself, but my moonbeams travel down there and they tell me many things. They visit you at night; they shine through the old apple tree outside your house, and they peep in at your window and see

you fast asleep in bed; then when the daylight comes they hasten back to me, and I send them on another wonderful journey to the other side of the earth."

"I know," I said, "when it is day where I live, your moonbeams are far away in China. Mother told me about that. Are you very old, Mr. Man in the Moon?"

"Very, very old," he replied.

"How old are you?" I asked.

"Very, very old," he said again. "And how old are you, my little friend?"

"I am eight years old, but I'll be nine in November," I answered.

"What do you do all the time, Mr. Man in the Moon?"

"I take care of my sheep; I go a-fishing; I send my moonbeams down to the earth; I rock the baby stars to sleep; I smile upon the little birds asleep in their nests; I give light to the sailors upon the great ocean; I make the earth beautiful; and sometimes I hide behind the clouds and rest. And what do you do in your far-away earth home, my little friend?"

"I go to school and study my lessons; on Saturdays I play with my baby brother, and sometimes I go fishing with my father; I go

on errands for my mother, and I can black my own shoes, and tie my own necktie!"

"Good!" said the Man in the Moon.

"I am afraid I must go home now. Thank you for my pleasant visit," I said.

Then we walked to the big front door. I found my aëroplane safe and sound. I shook hands heartily with the dear old man, and stepped into the aëroplane. The wind was blowing strong and rocking it to and fro. The Man in the Moon did not stop to untie the knot I had made. He just pulled the biggest knife you ever saw from his hip pocket, leaned far out the front door, and with one slash cut the rope!

I started up the machinery, waved my hand, and shouted, "Goodbye, Mr. Man in the Moon, goodbye!"

"Come again," he called out. "Next time" — I thought he said, "we'll make some fudge," but I'm not sure. What do you think about it?

Good-Night

Good-night! Good-night!
Far flies the light;
But still God's love
Shall flame above,
Making all bright.
Good-night! Good-night!

Victor Hugo



SUGGESTIONS TO TEACHERS

SPOKEN ENGLISH

It is the *spoken* language that belongs to the youngest pupils. Knowledge gained through books may be looked upon as secondhand when compared with that gained through oral language. The child should hear living words from living things: from his teacher, from his classmates, from himself. He should not gain, indeed if he is able to gain, his power to speak English through the cold medium of the printed page. Some one has said wisely, "Teach him to speak and to listen; to observe and to remember; to know something of the world about him; and instinctively to do and to say the right thing: this will furnish more than enough material for the most ambitious elementary school curriculum."

Aims of Language Course. Inasmuch as language habits acquired on the street and in some homes are not good, the teacher will have to work unremittingly to instruct and improve her pupils. It is difficult to prescribe a language course that will meet the needs or approval of every teacher, for varied are the conditions that arise under a school system! But any language course should aim, —

1. To have a clearly defined purpose.
2. To prescribe the limits of the course.
3. To define standards of achievement which are possible for the majority of the pupils to attain.
4. To place strong emphasis on the oral side of language.

Conversation Lessons. Conversational lessons must not be artificial, — given merely for the sake of leading the children to talk. In conversational lessons involving questions, pupils should not be required to answer in complete sentences. Such use of language is unnatural, unusual in life, and peculiar to the schoolroom.

The following topics suggest kinds of work that tend toward natural, spontaneous expression.

Children's experiences.

Natural objects and natural phenomena.

Short imaginative stories from pictures.

Reproduction of stories heard and read.

Factors in Teaching Spoken English. Progress in spoken English is dependent upon environment, instruction, and practice.

1. Environment in school should be made as favorable to the pupils as possible by the program and by the teacher.

2. Instruction for little children consists largely in giving the proper models without reason or explanation.

3. Practice is the most effective means of gaining the power to use language correctly, as speech is mainly a matter of habit. Pupils should be permitted and encouraged to question one another in their work.

The Enlargement of the Vocabulary is best accomplished, not by arbitrary effort to add certain words to those the children naturally use, but by enlarging the experience, interests, and knowledge of the pupils. A growing list of words should be kept, but stilted expressions should be carefully avoided.

Pronunciation. Work in pronunciation must be determined by the evident needs of the pupils. These needs will vary in the different districts. The following commonly mispronounced words can be corrected and drilled upon whenever and wherever they occur: —

Words with long *oo*; spoon, roof.
Words with the sound of long *u*; new, Tuesday.
Words with long *o*; boat, whole.
Words or syllables ending with sound *aw*; saw, drawing.
Words with short *e*; kettle, get.
Words with the sound of short *o*; what, got, closet, dog.
Words with short *u*; just, shut.
Words with *wh*; white, wharf.
Words ending in *ing*; walking, running.

Miscellaneous Words. Across, again, cellar, chimney, February, often, horse, our, aunt, because, been, catch, clothes, drowned, engine, every, hundred, perhaps, January, library, promoted, recess, saucy, sphere, yours.

WRITTEN ENGLISH[1]

Introductory Statement. Teachers should not forget that the basis of all good written work is laid in good oral work, and that if oral work is neglected efforts to produce good written language will be largely in vain.

When the pupil comes to put in writing what he has to say the situation becomes complicated by the entrance of factors which were not present when he was expressing himself orally. He must think about his penmanship; he must watch his spelling; he must look out for his capitals, his punctuation, and his indentations. Although, as the pupil grows older, these things become automatic, nevertheless, the child in the earlier grades is obliged to think of all these things all of the time.

The written technicalities should be mastered as fast as possible so that these difficulties will not stand too long in the way of the freedom and spontaneity of the child's expression. So long as his attention is distracted from

[1] Statements taken from the *Course of Study in Speaking and Writing English*, Lawrence, Mass., 1915.

the thought of what he wants to write, by thinking of his penmanship, spelling, punctuation, and other matters of written technique, his composition is likely to be formal, meager, and uninteresting.

Composition Writing. Composition is the expression of thought in language. One sentence is a composition. Teachers should ever bear in mind that quality not quantity is the object of written work in English.

While most of the composition work in the third grade will be the result of preparation, an occasional unprepared, unaided composition should form a part of the English program. In these unprepared compositions the common errors of the class will be discovered, and the originality of the individual will have real freedom. The children then experience the joy of " going alone."

Composition should be a broad term in the lower elementary school. Reproduction, riddles, anecdotes, jokes, stories, descriptions, even a rhyme, are all helpful. Children will love to write of their pets, the family, their toys, their games, and of their visits to parks, farms, seashores, or to a friend's house.

A simple little story may be given as a model and the children asked to write an original like it. Never let composition become a bugbear. Always bear in mind that there must be an interesting topic on which to write, and generally some preparation to give confidence in expression.

Comprehensive topics should be avoided, for these preclude both confidence and pleasure at the outset. Specific, limited topics will give the best results.

A short poem may be written from memory occasionally.

Copying. Copying is of great value if rigidly supervised. Care should be taken to choose something of value for the children to copy. A short copying lesson three or four times a week, in which exactness in every detail is

required, is not only an excellent preparation for oral and written English but a means of strengthening close attention to the work required. Copying lessons may be from the board or book, and should include both poetry and prose, the nature of which is understood by the pupil.

Dictation. If employed in moderation and with a fair understanding of its use, dictation is valuable in helping to fix habits of written technicalities, — spelling, capitals, punctuation. In a dictation exercise the forms in language are isolated and the attention is focused entirely upon them; whereas, in composition writing the center of attention is on the content while the technique is, or should be, removed to the margin of consciousness. Dictation is to be used as a test of the pupil's knowledge of language forms. It is not a method of teaching, but a means of testing that which has been taught. Dictation exercises should form only a small part of the work in written English.

Technicalities of Writing. Technicalities in written English should become matters of habit as fast as possible. To succeed in making them habits three conditions are essential.

1. Uniform teaching in different grades.
2. Consistent requirement of the use of correct written forms not only in English but in other subjects.
3. Frequent practice in the use of the forms taught in order that their use may become habitual.

The following method of impressing the technicalities in the use of English is suggested:

Provide each child with a small blank book, self-made if necessary. In this book have certain rules written and illustrated, one rule to follow each oral lesson. Charts containing these rules may also be prepared by the teacher. Whenever an error occurs in composition, the rule which applies may be found by the children and the correction

made. The blank books may bear the title "Good English." The children will take pride in preparing these books. A third grade book in English would be arranged after this manner:

p. 1. Every sentence begins with a capital letter.
The sun is shining to-day.
My apple is red.

p. 2. Names of persons begin with capital letters.
John and Mary are here.
The Brown children went home.

Preparation for the Use of the Dictionary. A miniature dictionary may be made from the vocabulary of an eight-year-old child. Charts with these words alphabetically arranged can be of frequent use. A simple definition can be written beside each word; beneath may be written its synonym and antonym: for example,

"freedom." The power to do as one wishes.
similar word—"liberty." opposite word—"slavery."

Material. The lessons may be used for copying, for dictation, for oral and written reproduction, or as a stimulus to conversation, to written expression, or to further observation. The teacher must make sure that the thought is understood, thereby increasing the children's vocabularies and developing their power of sentence construction. It is suggested that many English masterpieces be read, and that poems and prose selections shall be reviewed and not become lost between the grades.

MORNING TALKS

"Let the morning talk teem with vitality, interest and enthusiasm. Let the morning talk be carefully prepared. Let it not be a time when the teacher alone talks: let the children take part. Let this time above all others be used to inculcate noble principles in the young people who come under our care. Let us feel that the morning talks

will fill our youths with a desire to exert their best endeavors to promote happiness, to respect obedience and to elevate the dignity of American citizenship."

The morning talk may be classified under the following titles, the foundation stones of right living:

Honesty	Helpfulness	Civic Pride
Bravery	Friendliness	Good Judgment
Loyalty	Earnestness	Generosity
Patriotism	Decision	Gratitude
Love of Home	Self-control	Energy
Kindness	Tidiness	Truthfulness
Courtesy	Carefulness	Obedience
Purity	Punctuality	Thrift
Industry	Promptness	
Perseverance	Self-respect	

Devote a week to one topic in some such way as the following:

Monday. — Stories or poems told or read.
Tuesday. — Experiences.
Wednesday. — Incidents of imagination.
Thursday. — Opportunities at school and at home.
Friday. — General discussion.

The following plan may form a basis for morning talks throughout a goodly portion of the year.

1. Return to School.

a. With a spirit to work

Willingly. Without being coaxed, watched, or forced.

Thoroughly. Whatever is required must be completed.

Understandingly. Careful explanation to precede individual doing and thinking.

Honestly. An explanation of honest and dishonest work.

b. With a spirit of kindness
Towards our classmates in schoolroom, yard, and street, in words and actions.
Towards our visitors.

c. With a spirit of helpfulness.
By completing work in school to get home and help mother.
By keeping room orderly.
By helping each other to do right.

2. Appreciation of Home.

a. Love of parents.
Shown in care, comforts, clothes, food.

b. Love of children.
Shown in obedience, carefulness.
Submission to what is best
(bedtime, proper food, wearing coats at recess).

3. The Use of Time.

a. Before school.
(Work to be prepared by teacher but class should be ready to take care of themselves.)

b. In school.
Why whispering interferes with work.
Lessons in how to work.
Proof of what happens to those who work and those who do not.

c. Out of school.
Setting the table — doing errands — dishwashing — sweeping — rocking the baby — gathering wood.
Learn mottoes:
"Lost time never comes back."
"A stitch in time saves nine."
"Be glad that you can work."
"Do something every minute of every day to make the world more beautiful."

4. A Short Biography of Some One whose Birthday Occurs during the Month.

For example, September — Eugene Field, a lover of little children. Read his poems and show his picture.

5. Good Habits.

a. Courtesy.
Entering and leaving room.
Passing others.
Giving and receiving material.
Standing when spoken to.

6. Promptness.
On time coming to school.
On time getting ready for lessons.
On time putting things away.
On time replying to questions.

7. Unselfishness.

a. At home.
To mother (not teasing for things).
To father (quiet when he is tired).
To brothers and sisters (sharing with them — settling disputes).

b. At school.
To playmates: lunch — games.

c. On street cars: never crowding — not shouting — giving seats to elders.

8. Summer Experiences.
In the country.
At the seashore.
At home.

9. Kindness to Dumb Animals.

a. Our pets at home.
Regularity with their meals.
Remember them on cold nights.
Keep them clean.

Avoid handling them too much.
Provide a good place to sleep.

b. Animals in street.
Dogs — cats — horses — pigeons, etc.
" Animal Rescue League."
How men are kind to horses.
Walking them up hill.
Feeding them well.
Providing drinking water.
Check rein and blankets.

10. Civic Pride.

a. Child's work in care of public property.
Streets.
Refuse — wire — glass.
Know where rubbish boxes are.
Public buildings.
No chalk marks or pencil marks.
Care of windows.
Parks.
Care of grass, plants, and trees.
Books and school materials.
Clean hands.
Care of paper, etc.

11. Safety.
Cars.
Crossing streets.
Stealing rides.
Automobiles.
Heavy trams.
Playing in street.
Running across street.
Children should keep off street.

12. Politeness.

a. To parents.

b. To old people.

Help them carry things.
Help them across streets.
Offer them a place to rest.
Pick up things for them.
Little errands.
(Glasses, newspaper, etc.)

c. Meeting people on street.
Boys lift cap.
Salutation.
Wait until spoken to.

d. Polite expressions.
What did you say? etc.
Excuse me, thank you, please.

e. Games played in schoolroom to inculcate principles of politeness.

13. The Family.

a. Where the children live.

b. Of what the family is composed.

c. What the various members do.

d. Describe the home.

e. What the family does evenings,
Saturdays — Sundays.

f. What the child would like best to show his teacher in his home, and what he would do to make her happy if she paid a visit.

14. Gratitude.

a. Make a list of what we are thankful for.
Home.
Parents.
Food.
Health.
School.
Care.

b. How to show one's gratitude.
Flowers to the ill.

Fruit and luncheon shared.
Gratitude in school.

15. Courage.
To do right when others do wrong.
To stop a quarrel.
To take the weak one's part.
To tell the truth.
To take our share of the blame.
To do the hard thing alone.
To meet a punishment bravely.
To help others to do right.

16. Generosity.
The spirit of a gift.
Gifts of rich and poor.
Gifts we like to receive.
Gifts we like to give.
What makes a gift beautiful.
Small gifts, much love.
The best gift we can afford to those we love best.

17. Fair Play.
Coasting. Be willing to drag the sled up hill.
Skating. Help the little boys and girls.
Snowballing. Never throw a snowball when a person will be taken unawares.
Sliding. Don't push. Remember the little boy or girl.
Breaking windows, or taking fruit, or stealing rides.
Don't always want to be the one who rules.
Invite the timid and new child to take part.
Don't cheat. Play an honest game.

18. What the New Year Means.
New seasons.
New pleasures.
New lessons and friends.

New birthdays to all.
New chances to do better.

19. A Child's Face.
Good child — happy face.
Pleasant child — smiling face.
Naughty child — unhappy face.
Discontented child — scowling face.
" The eyes are the windows of the soul."
The eyes reflect the heart.
To look a person, " straight in the eye."
Is your face as sweet now as it was when you were a baby?
How can you make it a face that all will love to see?

20. A Child's " Hands " might follow this lesson —
" Beautiful hands are they that do,
Work that is honest, brave and true."

21. Thrift.
Success is not attained in a moment. Children must be taught the way to acquire the great things that life offers to them. Habits of thrift must be formed early in the home, and strengthened and supported in the school. " When I am grown up " must never be allowed to take the place of " Begin now " in the child's mind.

SEAT WORK

Aim. To supplement and to strengthen previous teaching.

To provide sense training, and to encourage the coördination of hand and mind.

To develop the creative and constructive ability of the child.

To encourage initiative and self-discipline.

To set a high standard of exactness and neatness.

General Suggestions. Never let the seat work become a bore to the children.

Aim always to have the work both instructive and interesting.

Never use seat work to "kill time."

Choose the kind of seat work with the special needs of the class in mind.

Limit the work to the amount that a majority of the class can reasonably accomplish.

Examine each piece of work, or intrust it to careful pupils.

Praise wisely.

Use of Seat Work to Supplement the English. Copy words ending in,—

ing, *est,* *er,* *ed,* etc.

Copy words of one, two, or three syllables from the book.

Silent reading from books in the school library.

Copy sentences from board and place the proper punctuation marks.

Put words found on board into sentences.

Mount pictures on cardboard.

Make a list of suggestive words on back of card.

Children write five or more sentences about the picture.

Phrases written on the board.

Complete the sentences.

Make sentences answering questions on board.

Ask questions about sentences on board.

Make families of words, —

match, hatch, latch, etc.

Select words with a certain number of letters from the books. Make these words with letters.

Select all the proper nouns in a lesson.

Select all the possessives.

Make titles for pictures.

Copy ten titles from the book and under each write a second title: "The Little Gray Nightingale."
"The Emperor's Real Doctor."

To a list of words ending in *e* children add *ing*, —

rake, raking, make, making, etc.

Inserting the correct word in a sentence, —

bring, carry, to, two, too.

Statements about days of the week, months, seasons, etc.

Write the number of times a certain word appears in a story.

Arrange an alphabetical list of words:

a — apple
b — beauty
c — clever, etc.

Copy every sentence in which a given word is found.

Write passages that refer to the weather, to flowers, to children, etc.

Copy words beginning with a certain letter.

Copy words ending with a certain letter.

Find and write the longest, or shortest, sentences in a reading lesson.

Arrange words in a given list according to the number of letters, as:

A	on	run	swim	seven	supper	columns	forehead
I	to	two	four	paths	forget	reading	shortest

etc.

Write lists like the following:

good	bad
honest	dishonest
sharp	dull

etc.

Make lists of similar words, as:

delightful	pleasing
pleasant	fair
tenderly	carefully

Lists of the names of children in the room.

(Verify the spelling by allowing the children to ask, when in doubt, the owner.)

SOURCES OF MATERIAL FOR ENGLISH WORK. SUGGESTIVE

(*a*) Books for Children to Read

FOLK AND FAIRY TALES

A Book of Fables.	Joseph Jacobs.
A Book of Fables.	Horace E. Scudder.
Adventures of a Brownie.	Dinah M. Craik.
Bee Man and Other Tales.	Francis R. Stockton.
Benjy in Beastland.	Juliana H. Ewing.
Blind Man and Talking Dog, The.	Juliana H. Ewing.
Blunder.	Louise Chollett.
Book of Folk Stories.	Horace E. Scudder.
Cinderella.	Andrew Lang.
Dick Whittington.	Andrew Lang.
English Fairy Tales.	Joseph Jacobs.
Fairy Stories and Fables.	James Baldwin.
Fairy Tales.	Hans C. Andersen.
Fairy Tales Every Child Should Know.	Hamilton W. Mabie.
Fanciful Flower Tales.	Madge A. Bigham.
Folk Tales from an Eastern Forest.	Walter W. Skeats.
Grimm's Fairy Tales.	Ed. by Sarah E. Wiltse.

Hind in the Wood, The.	Ill. by Walter Crane.
Jack the Giant Killer.	Andrew Lang.
Japanese Fairy Tales.	Teresa P. Williston.
Japanese Folk Stories.	M. F. Nixon-Roulet.
King of the Golden River.	John Ruskin.
Legends of the Springtime.	Rebecca Hoyt.
Little Lame Prince, The.	Dinah M. Craik.
Mewanee.	Belle Wiley.
Princess on the Glass Hill.	Andrew Lang.
Red Riding Hood.	Andrew Lang.
Snowman, The.	Andrew Lang.
Stories from the Arabian Nights.	Andrew Lang.
Within the Silver Moon.	Madge A. Bigham.

FABLES, MYTHS, AND LEGENDS

Æsop's Fables.	Foster and Cummings.
Asgard Stories.	Foster and Cummings.
Book of Nature Myths.	Florence Holbrook.
Cave Men, The.	Katharine E. Dopp.
Fables from Afar.	Catherine T. Bryce.
In Fableland.	Emma Serl.
In Mythland.	M. Helen Beckwith.
Nature Myths and Stories.	Flora J. Cooke.
Old Greek Tales.	Josephine P. Peabody.
Stories from King Arthur.	Charles H. Hanson.
Told to the Children Series.	Ed. by Lucy Chisholm.
Wonder Book of Horses.	James Baldwin.

STORIES

A Borrowed Sister.	Eliza O. White.
A Little Girl of Long Ago.	Eliza O. White.
An Only Child.	Eliza O. White.
Animal Story Book.	Andrew Lang.
Araminta and Arabella Stories.	Gertrude Smith.
At the Open Door.	Louise Robinson.
Aunt Madge's Story.	Sophie May.
Big People and Little People of Other Lands.	Edward R. Shaw.
Black Beauty.	Anna Sewell.
Boy Blue and His Friends.	Blaisdell and Blaisdell.
Boy on a Farm.	Jacob Abbott.

Boyhood of Famous Americans.	Annie Chase.
Cat Stories.	Helen H. Jackson.
Child Stories and Rhymes.	Emilie Poulsson.
Children of History — Early Times.	Mary S. Hancock.
Children of History — Later Times.	Mary S. Hancock.
Children of the Arctic.	Robert Peary.
Children of the Palm Lands.	Alice Allen.
Children's Book, The.	Horace E. Scudder.
Children's Hour, The.	Eva M. Tappan.
Children's Life of Abraham Lincoln.	M. Louise Putnam.
City and Town.	Pauline F. Rafter.
Early Cave Men, The.	Katharine E. Dopp.
Ednah and Her Brothers.	Eliza O. White.
Eskimo Stories.	Mary E. E. Smith.
Evenings with Grandma. Part I.	John W. Davis.
Fifty Famous Stories Retold.	James Baldwin.
First Book in American History.	Edward Eggleston.
Five Little Strangers.	Julia A. Schwartz.
Five Minute Stories.	Laura E. Richards.
For the Children's Hour.	Bailey and Lewis.
Four New York Boys.	John W. Davie.
Friends and Helpers..	Sarah J. Eddy.
Friends in Feathers and Fur.	James Johonnot.
Golden Windows, The.	Laura E. Richards.
Household Stories.	Annie Klingensmith.
In Field and Pasture.	Maude B. Dutton.
In Storyland.	Elizabeth Harrison.
Kipling Reader.	S. L. Patterson.
Letters from Pussy-Catville.	Susan Coolidge.
Little Country Girl.	Lulu M. Chance.
Little Folks of Many Lands.	Julia Dalrymple.
Little Me Too.	Mary Muller.
Little People of the Snow.	Grace H. Kupfer.
Lives and Stories Worth Remembering.	Madge Bigham.
Merry Animal Tales.	Belle Wiley.
Mewanee.	Mary A. Ward.
Milly and Oily.	Susan Coolidge.
Mischief's Thanksgiving.	Johanna Spyri.
Moni the Goat Boy.	Laura E. Richards.
More Five Minute Stories.	

Nature Stories for Young Readers.	FLORENCE BASS.
Old Mother West Wind.	THORNTON BURGESS.
Old Stories of the East.	JAMES BALDWIN.
Plant Baby.	KATE L. BROWN.
Polly and Dolly.	MARY F. BLAISDELL.
Rover, the Farm Dog.	ELIZABETH F. WESSELHOEFT.
St. Nicholas Christmas Book.	
Stokes Wonder Book.	Ed. by GULDING.
Stories from Birdland.	ANNIE E. CHASE.
Stories of Colonial Children.	MARA L. PRATT.
Stories of Country Life.	SARAH P. BRADISH.
Stories of the Red Children.	DOROTHY BROOKS.
Stories of Woods and Fields.	ELIZABETH V. BROWN.
Stories to Tell to Children.	SARAH CONE BRYANT.
Story Hour, The.	WIGGIN AND SMITH.
Story Land.	CLARA MURRAY.
Swiss Family Robinson.	Ed. by MARY GODOLPHIN.
Tales and Customs of the Ancient Hebrews.	EVA HERBST.
Things Will Take a Turn.	BEATRICE HARRADEN.
Thirty More Famous Stories.	JAMES BALDWIN.
Tommy Tinker's Book.	MARY F. BLAISDELL.
Tree Dwellers, The.	KATHARINE DOPP.

(*b*) Books to be Read to Children

(Minimum Requirement: Two books read aloud by the teacher during year.)

FAIRY TALES, FABLES, MYTHS, AND LEGENDS

Adventures of Jerry Muskrat.	THORNTON BURGESS.
Alice in Wonderland.	LEWIS CARROLL.
At the Back of the North Wind.	GEORGE MACDONALD.
Blue Bird for Children, The.	MME. MAETERLINCK.
Enchanted Castle, The.	E. NESBIT.
Fanciful Tales.	FRANCIS R. STOCKTON.
Jungle Book, The. Vols. I, II.	RUDYARD KIPLING.
Just So Stories.	RUDYARD KIPLING.
La Fontaine's Fables.	
Legends of the Rhine.	HELENE A. GUERBER.
Myths of Greece and Rome.	HELENE A. GUERBER.

Norse Stories.	Hamilton W. Mabie.
Popular Tales from the North.	Sir George W. Dasent.
Reddy Fox.	Thornton Burgess.
Robin Hood's Merry Adventures.	Howard Pyle.
Rose and the Ring, The.	William M. Thackeray.
Stories from King Arthur.	Charles H. Hanson.
Tanglewood Tales.	Nathaniel Hawthorne.
Through the Looking Glass.	Lewis Carroll.
Water Babies.	Charles Kingsley.
Wonder Book.	Nathaniel Hawthorne.

STORIES

Alice and Tom.	Kate L. Brown.
Anne's Terrible Good Nature.	Edward V. Lucas.
Around the World.	Carroll and Jerome.
Aunt Jo's Scrap Bag.	Louisa M. Alcott.
Bimbi.	Louise de la Ramée.
Birds' Christmas Carol.	Kate Douglas Wiggin.
Book of Friendly Beasts, The.	Abbie F. Brown.
By the Fireside.	Kirby and Kirby.
Captain January.	Laura E. Richards.
Child Life in All Lands.	L. Smith, Jr.
Child Life in Prose.	John G. Whittier.
Children of the Arctic.	Josephine D. Peary.
Children of the Cold.	Frederick Schwatka.
Christmas Carol.	Charles Dickens.
Crib and Fly.	Charles F. Dole.
Days before History.	Hall and Lewis.
Dog of Flanders.	Louise de la Ramée.
Earth and Sky.	Edwin S. Holden.
Fighting a Fire.	Charles T. Hill.
First Christmas Tree, The.	Henry van Dyke.
Five Little Peppers and How They Grew.	Margaret Sidney.
Gingham Bag, The.	Margaret Sidney.
Good Citizenship.	Richman and Wallach.
Hans Brinker.	Mary M. Dodge.
Hans, the Eskimo.	Christiana Scandlin.
Heart of a Boy, The	Edmondo de Amicis.
Heidi.	Johanna Spyri.
Heroes Who Fight Fire.	Jacob Riis.

Homes without Hands.	JOHN G. WOOD.
In Colonial Times.	MARY E. WILKINS.
In Eastern Wonderland.	CHARLOTTE C. GIBSON.
Indian Child Life.	EDWIN W. DEMING.
Is There a Santa Claus?	JACOB RIIS.
Jackanapes.	JULIANA H. EWING.
Land of Pluck.	MARY M. DODGE.
Little Daffy Down Dilly.	NATHANIEL HAWTHORNE.
Little Lord Fauntleroy.	FRANCES H. BURNETT.
Little Pussy Willow.	HARRIET B. STOWE.
Louisa Alcott Story Book.	FANNY E. COE.
New Year's Bargain.	SUSAN COOLIDGE.
Only One Woman in the Town.	SARAH J. PRICHARD.
Our Country — East.	YOUTH'S COMPANION.
Our Country — West.	YOUTH'S COMPANION.
Outlook Story Book.	
Peterkin Papers.	LUCRETIA P. HALE.
Play Day Stories	S. O. JEWETT. Ed. by KATHARINE H. SHUTE.
St. Nicholas Christmas Book.	
Sandman Stories, The.	WILLIAM J. HOPKINS.
His Farm Stories.	
His Sea Stories.	
His Ship Stories.	
Seven Little Sisters.	JANE ANDREWS.
Snowland Folk.	PEARY AND PEARY.
Stories and Poems for Children.	CELIA THAXTER.
Stories Told to a Child.	JEAN INGELOW.
Story of a Donkey.	CHARLES F. DOLE.
Story of Patsy, The.	KATE DOUGLAS WIGGIN.
Uncle Remus Stories.	JOEL C. HARRIS.
When I Was Your Age.	LAURA E. RICHARDS.
When Molly Was Six.	ELIZA O. WHITE.
When the World Was Young.	ELIZABETH V. BROWN.

OUTDOOR WORLD

All the Year Round.	
Autumn.	FRANCES L. STRONG.
Winter.	FRANCES L. STRONG.
Spring.	FRANCES L. STRONG.
Summer.	LANE AND LANE.
Five Little Strangers.	JULIA A. SCHWARTZ.

Fly Away and Other Seed Travelers.	FRANCES M. FULT.
Friends and Helpers.	SARAH J. EDDY.
Grasshopper Green's Children.	JULIA A. SCHWARTZ.
In Field and Pasture.	MAUDE V. DUTTON.
My Dogs in the Northland.	EDGERTON YOUNG.
Our Home Pets.	OLIVE T. MILLER.
Sea Stories for Wonder Eyes.	MRS. A. S. HARDY.
Stories from Animal Land.	ANNIE E. CHASE.
Stories from Starland.	MARY PROCTOR.
Wild Animals I Have Known.	ERNEST T. SETON.
Wilderness Babies.	JULIA A. SCHWARTZ.

HISTORY

Lives and Stories Worth Remembering.	GRACE H. KUPFER.
Primary Stories of Heroism.	WILLIAM H. MACE.
Stories of American Life.	EDWARD EGGLESTON.
Stories of Colonial Children.	MARA L. PRATT.
Stories of Great Americans.	EDWARD EGGLESTON.
Ten Boys Who Lived on the Road from Long Ago to Now.	JANE ANDREWS.

STORIES TO BE TOLD TO CHILDREN. SUGGESTED LIST

(Minimum Requirement: One story a month, which children shall have made their own by reading or telling to others.)

This list is limited as the books previously mentioned contain many stories suitable for telling.

Adventures of Ulysses.
Androclus and the Lion.
Arachne.
Baucis and Philemon.
Bible Stories.
  Story of David, Joseph, Moses, the Flood, etc.
  Story of the Shepherds, the Wise Men, etc.
Christmas Every Day.
Cornelia's Jewels.
Dick Whittington.
Elves and the Shoemaker, The.

Enchanted Stove, The.
Epaminondas.
Fall of Troy, The.
Fisherman and His Wife, The.
Frog Prince, The.
Golden Windows, The.
Gorgon's Head, The.
Grace Darling.
Great Feast, The.
Hill, The.
How Narcissus Loved His Own Image.
Jackal and the Alligator, The.
Just So Stories.
King Alfred and the Cakes.
King Canute.
King Midas.
Kingdom above the Clouds, The.
Legend of St. Christopher.
Legend of the Christmas Rose, The.
Line of Golden Light.
Little Fir Tree, The.
Little Hero of Haarlem.
Lohengrin.
Luck and Wealth.
Miss Careless.
Mowgli's Brothers.
Necklace of Truth.
Old Stories of the East.
Paradise of Children.
Perseus Stories.
Pocahontas.
Prince Prigio.
Rikki-Tikki-Tavi.
Robert Bruce and the Spider.
Robinson Crusoe.
Saint Valentine.
Siegfried.
Sleeping Beauty.
Stars, The.
Stone in the Road, The.
Stories of the Rhinegold.
Straw Ox, The.

Swiss Family Robinson.
Tiny Tim's Christmas.
Tom, the Chimney Sweep.
Tree in the City, The.
Ugly Duckling, The.
Uncle Remus Stories.
Wolf and the Seven Goslings, The.
Wonder Tales from Wagner.

POEMS TO BE READ TO CHILDREN

Abou Ben Adhem.	Leigh Hunt.
Ballad of the Tempest.	James T. Fields.
Barbara Frietchie.	John G. Whittier.
Barefoot Boy, The.	John G. Whittier.
Brook, The.	Alfred Tennyson.
Casabianca.	Felicia Hemans.
Children's Hour, The.	Henry W. Longfellow.
Christmas Carol.	Robert Herrick.
Fairies of the Caldon Low.	Mary Howitt.
Fairy Folk, The.	William Allingham.
Flower in the Crannied Wall.	Alfred Tennyson.
Green Things Growing.	Dinah M. Mulock.
Hilda's Christmas.	M. A. L. Lane.
I Remember, I Remember.	Thomas Hood.
In School Days.	John G. Whittier.
Japanese Lullaby.	Eugene Field.
July.	Susan H. Swett.
Little Bell.	Thomas Westwood.
Little Gustava.	Celia Thaxter.
Lobster Quadrille, A.	Lewis Carroll.
Midwinter.	John T. Trowbridge.
Nikolina.	Celia Thaxter.
Old Clock on the Stairs, The.	Henry W. Longfellow.
Owl and the Pussy Cat, The.	Edward Lear.
Paul Revere's Ride.	Henry W. Longfellow.
Pebbles.	Frank D. Sherman.
Piccola.	Celia Thaxter.
Pied Piper of Hamelin.	Robert Browning.
Planting of the Apple Tree.	William Cullen Bryant.
Robert of Lincoln.	William Cullen Bryant.
Seven Times One.	Jean Ingelow.

Star Spangled Banner, The.	Francis Scott Key.
Summer Woods.	Mary Howitt.
Three Kings, The.	Henry W. Longfellow.
Village Blacksmith, The.	Henry W. Longfellow.
Visit from Saint Nicholas.	Clement Moore.
Wee Willie Winkie.	William Miller.
Windy Night, The.	Thomas B. Read.
Winter and Spring — Hiawatha.	Henry W. Longfellow.

COLLECTIONS OF POEMS

A Junior School Poetry Book.	William Peterson.
Along the Way.	Mary M. Dodge.
Blue Poetry Book.	Andrew Lang.
Book of Joyous Children.	James W. Riley.
Child World.	James W. Riley.
Childhood Songs.	Lucy Larcom.
Child's Garden of Verse.	Robert L. Stevenson.
Fresh Posies.	Abbie F. Brown.
Golden Numbers.	Wiggin and Smith.
Grandmother's Story of Bunker Hill Battle.	O. W. Holmes.
Hiawatha. (Selections.)	Henry W. Longfellow.
In Sunshine Land.	E. M. Thomas.
Land of Song.	Ed. by Katharine H. Shute.
Lilliput Lyrics.	W. B. Rands.
Little Knights and Ladies.	Margaret Sangster.
Love Songs of Childhood.	Eugene Field.
Lullaby Land.	Eugene Field.
Nature in Verse.	Mary I. Lovejoy.
Old Songs for Young America.	C. Forsyth.
Poetry for Children.	Charles and Mary Lamb.
Posy Ring, The.	Kate Douglas Wiggin.
Rhymes and Jingles.	Mary M. Dodge.
Rhymes of Childhood.	James W. Riley.
Sharps and Flats.	Eugene Field.
Sing Song.	C. Rossetti.
Stories and Poems for Children.	Celia Thaxter.
Three Years with the Poets.	Ed. by Bertha Hazard.
Verses for Children.	Ed. by Edward V. Lucas.
When Life Is Young.	Mary M. Dodge.

When the Birds Go North Again.	Ella Higginson.
With Trumpet and Drum.	Eugene Field.
Wordsworth for the Young.	
Young Folks' Book of Poetry.	Ed. by L. J. Campbell.

POEMS SUITABLE FOR MEMORIZING

(Minimum Requirement: The memorization of one poem a month.)

AUTUMN

Arrow and the Song, The.	Henry W. Longfellow.
Corn Fields. (Two verses.)	Mary Howitt.
Corn Song, The. (Selected verses.)	John G. Whittier.
Don't Give Up.	Phœbe Cary.
Down to Sleep.	Helen Hunt Jackson.
First Snowfall, The.	James R. Lowell.
Flight of the Birds, The.	Edmund Clarence Stedman.
Going A-Nutting.	Edmund Clarence Stedman.
Hiawatha. (Selections.)	Henry W. Longfellow.
If I Can Stop One Heart.	Emily Dickinson.
Indian Summer.	John G. Whittier.
Landing of the Pilgrim Fathers.	Felicia D. Hemans.
Little Orphant Annie.	James Whitcomb Riley.
Lord Is My Shepherd, The.	Bible, Psalm XXIII.
Mine Host of the "Golden Apple."	Thomas Westwood.
No!	Thomas Hood.
Norse Lullaby, A.	Eugene Field.
November.	Alice Cary.
Now the Day Is Over.	S. Baring-Gould.
October's Bright Blue Weather.	Helen Hunt Jackson.
Raggedy Man.	James Whitcomb Riley.
Sandpiper, The.	Celia Thaxter.
September.	Helen Hunt Jackson.
Sweet and Low.	Alfred Tennyson.
Thanksgiving Day.	Lydia Maria Child.
Windy Nights.	Robert Louis Stevenson.

WINTER

Afternoon in February.	HENRY W. LONGFELLOW.
America.	SAMUEL SMITH.
American Flag, The.	JOSEPH RODMAN DRAKE.
"And there were in the same country."	BIBLE. (St. Luke.)
As Joseph Was A-Wauken.	OLD ENGLISH CAROL.
Child's Thought of God, A	ELIZABETH B. BROWNING.
Christmas Carol.	J. G. HOLLAND.
Christmas Carol.	JAMES R. LOWELL.
Flag Goes By, The.	HENRY H. BENNETT.
God Rest Ye, Merry Gentlemen.	DINAH M. MULOCK.
Hymn for Christmas.	FELICIA D. HEMANS.
New Year's Eve. (First, second, and fifth verses.)	ALFRED TENNYSON.
O Little Town of Bethlehem.	PHILLIPS BROOKS.
Snow Storm. (8 lines.)	R. W. EMERSON.
There's a Song in the Air.	J. G. HOLLAND.
There's a Wonderful Weaver.	GEORGE COOPER.
While Shepherds Watched.	MARGARET DELAND.
While Shepherds Watched.	NAHUM TATE.
Winter Rain. (4 verses.)	CHRISTINA D. ROSSETTI.
Your Flag and My Flag.	W. D. NESBITT.

SPRING

Apple Orchard in the Spring, An.	WILLIAM MARTIN.
Brook, The.	ALFRED TENNYSON.
Child's Talk in April. (In part.)	CHRISTINA D. ROSSETTI.
Cloud, The. (First stanza.)	PERCY B. SHELLEY.
Daybreak.	HENRY W. LONGFELLOW.
Grass, The.	EMILY DICKINSON.
He Prayeth Best.	SAMUEL COLERIDGE.
Little Boy Blue.	EUGENE FIELD.
Little May.	EMILY H. MILLER.
March.	WILLIAM C. BRYANT.
Song from *Pippa Passes.*	ROBERT BROWNING.
Spring.	THOMAS CAREW.
Spring Has Come.	O. W. HOLMES.
"The Swallow Has Come Again."	GREEK CHILDREN'S SONGS.
To the Dandelion. (First stanza.)	JAMES R. LOWELL.
Tree, The.	BJÖRNSTERNE BJÖRNSON.

Vision of Sir Launfal. Begin "Now is the high tide of the year" — 17 lines.	James R. Lowell.
Voice of Spring.	Mary Howitt.
Wild Geese.	Celia Thaxter.
Wind, The.	Eugene Field.
Wind, The.	Robert Louis Stevenson.
Wishing.	William Allingham.

SUMMER

All Things Bright and Beautiful.	Cecil T. Alexander.
Answer to a Child's Question.	Samuel Coleridge.
Before the Rain.	T. B. Aldrich.
Boy's Song, A.	James Hogg.
Child's World, The.	William B. Rands.
Clouds.	Frank D. Sherman.
Daybreak.	Percy B. Shelley.
Echoing Green, The.	William Blake.
Forget-Me-Not.	In "Nature in Verse." Lovejoy.
Fountain, The.	James R. Lowell.
Four-leaf Clover.	Ella Higginson.
Good Night and Good Morning.	Lord Houghton.
Jog on, Jog on.	William Shakespeare.
Opening of the Piano, The.	O. W. Holmes.
Rain in Summer. (Selected passages.)	Henry W. Longfellow.
Rockaby Lady, The.	Eugene Field.
To a Butterfly. (I've watched.)	William Wordsworth.
Where Go the Boats?	Robert Louis Stevenson.
Wynken, Blynken, and Nod.	Eugene Field.

PICTURES. SUGGESTIVE LIST FOR PICTURE STUDY

(Minimum Requirement: One picture a month understood and enjoyed.)

September.

September.	Zuber.
The Shepherdess.	Lerolle.
The First Step.	Millet.
The Four Kittens.	Adam.
The Haymaker.	Adam.

OCTOBER.

At the Watering Trough.	DAGNAN-BOUVERET.
The Balloon.	DUPRÉ.
The Gleaners.	MILLET.
By the River.	LEROLLE.
Landing of Columbus.	VAN DER LYN.

NOVEMBER.

Queen Louise and Her Sons.	STEFFECK.
The Angelus.	MILLET.
Infant Samuel.	REYNOLDS.
Landscape with Mill.	RUYSDAEL.
Pilgrims Going to Church.	BOUGHTON.

DECEMBER.

Rest in Flight.	KNAUS.
Worship of the Magi.	BURNE-JONES.
The Announcement.	PLOCKHORST.
Arrival of the Shepherds.	LEROLLE.
St. Christopher.	TITIAN.

Pictures of the Madonna and Christ Child may be placed in the room during this month, but it is suggested that no picture lessons be taught upon this subject.

JANUARY.

Always Tell the Truth.	FAED.
Between Two Litigants.	DEHAISNE.
Christ and the Doctors.	HOFMANN.
Deer by Moonlight.	HUNT.
Finding of Moses.	DELAROCHE.

FEBRUARY.

The Blacksmith.	HERRING.
Sir Galahad.	WATTS.
Grace Darling and Her Father.	BROOKS.
Washington at Trenton.	FAED.
Near the Hearth.	HOCKER.

MARCH.

Robin Redbreast.	MONIER.
The Pet Bird.	VON BREMEN.
Pussy's Temptation.	ROTTA.
The Doll's Bath.	IGLER.
Spring.	COROT.

APRIL.

School in Britanny.	GEOFFROY.
Woman Churning.	MILLET.
Feeding the Hens.	MILLET.
Inquietude.	OLIVIE.
A Fascinating Tale.	MME. RONNER.

MAY.

"Kiss Me."	HOLMES.
Lessons in Boat Building.	BACON.
Song of the Lark.	BRETON.
Three Members of a Temperance Society.	HERRING.
Dignity and Impudence.	LANDSEER.

JUNE.

On the Beach.	DELOBBE.
End of the Journey.	D'ENTRAIGNES.
Friends or Foes?	BARBER.
A Helping Hand.	RENOUF.
Any Picture of Childhood.	JESSIE WILCOX SMITH.

STORIES REFERRED TO IN THE TEXT

The Sleeping Apple. From the German.
See "In the Child's World" by Emilie Poulsson. Pub. by Milton Bradley Co.

Apple Seed John. LYDIA MARIA CHILD.
See "In the Child's World" by Emilie Poulsson. Pub. by Milton Bradley Co.

Hercules and the Golden Apples.
See "Wonder Book" by Nathaniel Hawthorne.

How the Chipmunk Got His Stripes.
See "Stories To Tell" by Julia D. Cowles. Pub. by A. Flanagan & Co.

Psyche and Cupid. (Greek Myth.)
See "Old Greek Tales" by Josephine Preston Peabody. Pub. by Houghton Mifflin Co.

The Shoemaker and the Elves. J. AND W. GRIMM.
See "For the Children's Hour," by Carolyn Bailey and Clara Lewis. Pub. by Milton Bradley Co.

The Fox and the Crane. ÆSOP.
See "Æsop's Fables." Ed. by Horace E. Scudder. Pub. by Houghton Mifflin Co.

The Little Red Hen.
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